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ABSTRACT

The curriculum guide outlines behavioral objectives, learning activities, evaluation methods, and resources to help K-12 classroom teachers develop and implement social studies programs. Major objectives are to extend knowledge, develop skills to make effective use of this knowledge, and to facilitate the socialization process. The first section presents an overview of the social studies program of the West Bloomfield schools. Next are charts illustrating subjects and skills by grade level in areas of problem solving, values clarification, thinking, gathering and sharing information, and interpreting data. Separate rationales are presented for elementary, junior high, and senior high school social studies curricula. The bulk of the document presents an outline of objectives, activities, teaching methods, and resources for a variety of topics at each grade level. Topics include the immediate environment and health and safety (elementary grades); economics and urban studies (middle school); and American history and government (high school). Activities involve elementary school students in class discussion, viewing and analyzing films, and group art projects; junior high school students in role playing, educational games, and debating; and high school students in interpreting case studies, defining vocabulary, and analyzing historical data. (DB)

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WEST BLOOMFIELD SCHOOLS

SOCIAL STUDIES CURRICULUM

K - 12

SO 011 817

July, 1976

PREFACE

The development of curriculum may take many different paths. West Bloomfield chose to involve classroom teachers in the planning, writing and implementation of this social studies curriculum.

This curriculum is designed to be dynamic, that is, changing as the result of suggestions from school board members, administrators, teachers, students and parents. It is in a notebook format to allow for additions or deletions and to enable classroom teachers to include their own instructional methods and resources in the teaching guide.

Several important features of this curriculum are that objectives which meet the State of Michigan social studies assessment tests are coded with a capital "S" and career education objectives are designated with a capital "C". The subject chart indicates the grade level objectives that pertain to social studies subject areas including urban problems, contemporary American problems, ecology, futurism and minority groups. The skill chart identifies at which grade levels the process skills of problem solving, values clarification, thinking skills, gathering and sharing information and interpreting data are emphasized.

Thanks are in order to the many people who have worked on this curriculum for the past several years including Dr. Roger Garvelink, former assistant superintendent for instruction and Bill Haycook, Elfie Rose and Jan Allen, who did much of the final editing, proofreading and typing.

James E. Morse, Ed.D.
Assistant Superintendent for
Instruction
West Bloomfield Schools
July, 1976

INTRODUCTION

The following is presented to all teachers in the West Bloomfield School District as a curriculum guide in social studies grades K-12.

The social studies is an essential part of the total educational program, deriving its importance from the three purposes it serves to fulfill . . .

(1) to extend knowledge

(2) to promote the continuous development of rational abilities (skills) necessary to make effective use of this knowledge

(3) to facilitate the socialization process

In writing the curriculum it was determined there is a fine line between the proper amount of teacher autonomy and a suggested curricular structure. Above all, the committee has attempted to establish a balance between the two - teacher autonomy and structure.

With this in mind, the teacher will find for each objective:

a. suggested instructional methods

b. suggested evaluative methods

c. suggested resources

The committee feels that the individual classroom teacher must be allowed to develop his/her own implementation of the curriculum.

The spiraling effect of the curriculum should be noted. The kindergarten emphasis is on himself, first grade emphasis is on the family, etc. The curriculum is inclusive of the objectives from the State of Michigan Performance Objectives

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WEST BLOOMFIELD SCHOOLS SOCIAL STUDIES CURRICULUM OVERVIEW

The following represents a brief overview of the total Social Studies program designed to illustrate the presence of these three purposes.

Overview

I. Kindergarten – Fifth Grade

- A. Immediate Environment
    1. Group discussion
    2. Group activities
    3. Problem-solving
    4. Community helpers (work and careers)
    5. History
    6. Economics
    7. Formulating and justifying concepts
    8. Making generalizations
- B. Health and Safety
    1. Mental health
    2. Physical health
    3. Rules and laws (political science)

C. World Environment

  1. Location skills
  2. Interpreting maps and globes
  3. Anthropology
  4. Ecology

II. Sixth Grade – Cultural World

A. Cultural Anthropology (def.)

B. Origins of Culture

C. Cultural Evolution

III. Seventh Grade – Economics/Urban Problems

A. Values Clarification (choices)

B. Economics

C. Urban Studies

IV. Eighth Grade – Political World

A. Political Foundations

B. Conflict and Resolution

C. American Political System

V. Ninth Grade – Introduction to Social Sciences

A. Modified Market
B. Freedom of Equality
C. Comparative Advantage
D. Empathy
E. Careers
F. Social Control
G. Cause/Effect
H. Conflict
I. Human Dignity
J. Social Change
K. Institutions
L. Geography

VI. Tenth Grade – American History

A. Historiography
B. Series of units built around inquiry method

VII. Eleventh-Twelfth Grade - U.S. Government

A. Political decision-making process

B. Political role of:

1. President
2. Congress
3. Courts
4. Special interest groups
5. Media
6. Parties
7. Federal bureaucracy

C. State and local government

SUBJECT CHART

	Grade Level											
	K	1	2	3	4	5	6	7	8	9	10	11
American History	*	*	*	*	*	*	*	*	*	*	*	*
Anthropology	*	*	*	*	*	*	*	*		*		
Sociology	*	*	*	*	*	*	*	*				
Psychology	*	*	*	*	*	*			*	*	*	*
Economics	*	*	*	*	*	*	*	*	*	*	*	*
Western Civilization							*	*	*		*	*
Area Studies							*			*		
Political Science							*	*	*	*	*	*
Geography	*	*	*	*	*	*	*	*	*	*	*	*
Rules and Law	*	*	*	*	*	*	*	*	*	*	*	*
Urban Problems					*	*		*		*	*	*
Contemporary American Problems										*	*	*
Health	*	*	*	*	*	*						
Ecology	*	*	*	*	*	*	*	*		*	*	*
Careers	*	*	*	*	*	*	*	*	*	*	*	*
Futurism							*	*		*		
Minority Groups	*	*	*	*	*	*	*	*	*	*	*	*

SKILL CHART

Interpreting Data	Maps	1
	Charts, Graphs	2
	Globes	3
	Surveys	4
	Pix, photos	5
	Political cartoons	6
Gathering and Sharing Information	Interviewing	7
	Role-play-simulations	8
	Responses and reports (oral and written)	9
	Debates and panel discussions	10
	Poems, songs, stories and plays	11
	Models	12
	Pix, posters, photos, collages	13
	Maps, globes, graphs and charts	14
	Library research and resources	15
	Record keeping	16
	Group discussion	17
	Group activities	18
	Listening	19
	Reading	20
Thinking Skills	Observation	21
	Identify	22
	Recall	23
	Compare-contrast	24
	Classify or categorize	25
	Speculate, predict (generalize)	26
	Infer	27
	Analyze	28
	Synthesize	29
	Hypothesize	30
	Interpreting	31
	Apply	32
Values Clarification	Values clarification	33
Problem Solving	Identify problems	34
	Recognizing points of view	35
	Restating the problem	36
	Thinking of alternatives (solutions)	37
	Predicting consequences	38
	Decision-making	39
	Evaluating and revising decisions	40

SCHOOL DISTRICT
PROGRAM K-12

SKILL CHART

K	1	2	3	4	5	6	7	8	9	10	11	
*	*	*	*	*	*	*	*	*	*	*	*	1
		*				*	*		*	*	*	2
*	*	*	*	*	*	*						3
											*	4
*	*	*	*	*	*	*	*	*	*	*	*	5
									*	*	*	6
			*		*				*	*	*	7
*	*	*	*	*	*	*	*	*	*	*	*	8
*	*	*	*	*	*	*	*	*	*	*	*	9
		*			*	*	*		*	*	*	10
*	*			*	*							11
*	*	*	*	*	*	*	*	*	*			12
*	*	*	*	*	*	*					*	13
*	*	*	*	*	*	*	*	*	*	*	*	14
		*	*	*	*	*	*	*	*	*	*	15
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*	*	*	*	*	*	*	*	*	*	*	*	18
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	*	*	*	*	*	*	*	*	*	*	*	20
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				*	*	*	*	*	*	*	*	23
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*	*	*	*	*	*	*	*	*	*	*	*	36
*	*	*	*	*	*		*	*	*	*	*	37
*	*	*	*	*	*	*	*	*	*	*	*	38
*	*	*	*	*	*		*	*	*	*	*	39
							*		*	*	*	40

RATIONALE - WEST BLOOMFIELD SCHOOLS SOCIAL STUDIES CURRICULUM K-5

The following is presented to the teachers in the West Bloomfield School District as a curriculum guide in Social Studies for grades K-5.

In writing the curriculum, it was determined that there is a fine line between the proper amount of teacher autonomy and a suggested curriculum structure. The committee has attempted to establish a balance between the two by establishing grade-level objectives while allowing teacher autonomy in teaching methods, evaluations and resources.

The spiraling effect of the curriculum should be noted. The kindergarten emphasis is on himself; first grade emphasizes the family, etc. The curriculum is inclusive of the objectives from the Michigan Department of Education Minimal Performance Objectives for social studies.

This program is a process-oriented guide and encourages children to probe into the ways people interact with each other, their environment and their culture. It encourages children to seek concepts useful in problem-solving, to identify values that guide decisions and to achieve competence in social studies skills.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies IMMEDIATE ENVIRONMENT (There are no Michigan State Assessment Objectives for this grade level)	Kindergarten	At the end of one year of kindergarten, the student will show an understanding of how he perceives himself in relationship to the following topics: A. Taking Part in Group Discussions 1. Given a group discussion situation, the student will demonstrate, as measured by appropriate testing, an ability to take part in the discussion by: a. telling his own ideas b. listening to others B. Taking Part in Group Activities 1. Given a group activity situation and minimal adult supervision, the student will demonstrate an ability to take part in an activity by working and/or playing in small groups, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
Students will experiment and create a picture with finger-paints. Teacher will show a poster and get answers to questions, such as: a. what color did the girl use in her picture? b. what do you see in her picture? c. how do you think her fingers feel? 2. Students will tell others in the group about their own pictures.	Teacher will observe the student's ability to: 1. Tell his own ideas 2. Listen to others	Oakland Schools Bowmar Publishing Co. I Think, I Talk, I Reason (Verbal communication poster) 8 posters. "Finger Painting" **(one of the eight posters)** Additional resources: Who Am I - Scholastics Magazine, Inc. 5 filmstrips and records on the concept of "Self"
1. Students are placed in groups of four and are assigned a song and will: a. listen to song on record b. decide what actions are appropriate in this song; modes of travel, ie, car, boat, plane, etc. c. act out song in front of the class. Suggested follow-up activity Each group makes a large mural with song title across the top.	Teacher will observe how children cooperate 1. By accepting group decisions. 2. By actively taking part.	Oakland Schools Record by Hap Palmer #107 "How Are We Going?" (one of nine songs)

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies	Kindergarten	

IMMEDIATE ENVIRONMENT

C. Problem Solving

1. Given a picture or description of an event suggesting a problem, especially a picture or description of children and families, the student will, as measured by appropriate testing:

   a. identify a possible problem.
   b. identify a simple solution to the problem or problems.

D. Community Helpers

C

1. Given a picture or description of persons who serve individuals in the family, the student will identify the services provided by these persons, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. After viewing filmstrip, teacher will lead discussion on:		Kindle III: Getting Along 5 filmstrips by Scholastic 5 records on the concept of relationsips.
a. Who can be a friend? (rag doll, grandmother, etc.)	Teacher observation of verbal responses from teacher/student discussion.	"Will You Be My Friend?" (one of the filmstrips)
b. Relating experiences in filmstrip to those students have had.		Educational Corp. of America 7 filmstrips and cassettes
c. Why we need friends, (for sharing, trusting, friendship, etc.)		Oakland Schools Spec. Ed. "The Boy Who Told Little White Lies" (one of the seven filmstrips)
d. What they did to solve their particular problem.		
2. Students can draw or paint pictures of imaginary friends.		
3. Students can make picture of self on ditto, autograph it and teacher will run off copies for Friendship book for each child.		
1. Students will take turns:		Oakland Schools A Book Bag, by Children's Press" Sets of 6 books and cassettes "I Want to be a Nurse" "I Want to be a Teacher" "I Want to be a Postman"
a. In groups of six, listening to cassette and reading along in the books at listening post.	Teacher will evaluate the accuracy with which each child matches the occupations with the corresponding services and/or tools as shown "in Jobs 'n Things"	
b. Going to art center and making pictures for book "When I Grow Up I Want to BE". . . .		Kit #311 - Oakland Schools Filmstrips and records "Supermarket Workers" "Drugstore Workers" "Service Station Workers"
c. Using "Jobs 'n Things" matching occupations with services and/or tools.		*Jobs 'n Things - a career awareness match-up game, #111A from Learning Resource Center Inc. $4.95

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies IMMEDIATE ENVIRONMENT	Kindergarten	E. History 1. Given a particular holiday or special event, the student will identify the nature of the holiday or event, as measured by appropriate testing.
	C	F. Economics 1. Given a description of saleable items, the student will decide what choice to make when buying or trading, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Students will view film "Birthdays" and will respond to teacher-led discussion on: a. What is so special about birthdays. b. Giving and receiving presents. c. How often we celebrate our birthdays, etc. Suggested follow-up activities: a. Make a birthday graph b. Show and talk about a specific holiday poster on each holiday.	Teacher will evaluate oral responses of the students when holiday posters are shown to the group near the end of the school year.	Holidays and Special Days Parents Magazine and Learning Corp. Oakland Schools #658 5 records and filmstrips "Birthdays" "Christmas" "Weddings" "Halloween" "Carnival Time" Additional Resources: Holiday Posters from Trend Interprise $5.95 (10 in the set)
1. Students will: a. View filmstrip b. Discuss: needs wants decision making in buying 2. Role play as clerks and customers in student-built supermarket Additional activities: Make a "Tea Room" for milk time where students must pay with play coins for their milk and snack. For example: They must make a choice between one large cookie for 1¢ or two small cookies for 1¢ or celery sticks, etc.	Teacher will evaluate oral discussion. Teacher will observe student choices in buying in the supermarket.	Family Living Set 2 McGraw Hill filmstrip "Making Decisions" Shows decision making in dress shop, markets, salesrooms, etc. Additional Resources: Filmstrip and records in kit #311 at Oakland Schools "Supermarket Workers" Song by Hap Palmer "You Can Buy Anything You Want at Alice's "Restaurant"

TOPIC | GRADE LEVEL | PERFORMANCE OBJECTIVES IN MEASURABLE TERMS

Social Studies

Kindergarten

G. Formulating and Justifying Concepts

IMMEDIATE ENVIRONMENT

1. Given an assortment of pictures, objects, and/or other materials, the student will, as measured by appropriate testing:

   a. group the items (justifying concepts).
   b. explain the reasons for the groupings (justifying concepts).

H. Making Generalizations

1. Given a set of pictures or objects about various topics, the student will identify what the items have in common, and make an appropriate generalization on the basis of the commonality, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
. Teacher will read "Things That are Alike and Different" Students will discuss.		Oakland Schools A Book Bag-Children's Press
2. Show city and country posters (suggested lesson plans on back of posters)		City and Country puzzles L-473 from Childcraft $5.95 City and Country Posters
Students will: a. Match "object" puzzle pieces to the proper environment - whether it's city or country, using the city and country puzzles.	Teacher will observe the accuracy of student grouping of puzzle pieces to the proper environment. Teacher will evaluate responses for illustrations in Shape Books.	
Additional activities: Make a class shape book "We have Fun in the Country" (pages shaped like a barn) "We have Fun in the City" (pages shaped like a car) At art center, each student makes an illustration for each book.		
1. Students will group picture cards into two categories, clothing and household items.	Teacher will observe the accuracy of student grouping of clothing and household cards and of each student's contribution to the food collage.	Categories: Clothing and Household Items 84-350 - Teaching Resources Catalogue
2. Re-group clothing cards into items worn by men, women and children.		
3. Re-group household items into rooms items are found in.		
Additional activity: Students will make three collages Foods we Eat for Breakfast Foods we Eat for Lunch Foods we Eat for Dinner		

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies HEALTH AND SAFETY	Kindergarten	A. Mental Health
	C	1. Feelings and Needs: Given an event, a picture of an event, or a description of an event, especially an event involving children, the student will, as measured by appropriate testing: a. identify the various feelings and/or needs a person or persons involved in the event may have experienced. b. relate the event and those feelings and/or needs to his own experiences.
	C	2. Attitudes: Given an event, a picture of an event, especially an event involving children, the student will, as measured by appropriate testing: a. identify attitudes a person or persons involved in the event may seem to have. b. relate those attitudes to his own experiences.
	C	3. Values: Given an event, a picture of an event, or a description of an event, especially an event involving children, the student will, as measured by appropriate testing: a. identify the values the person or persons involved in the event may hold. b. relate those values to his own experiences.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Show filmstrip,"All Kinds of Feelings" 2. Discuss film 3. At cut and paste center, students will make "All Kinds of Feelings" book. Children cut pictures of people out of magazines and dictate to teacher how and why the people feel like they do.	Teacher evaluates the dictation student gives for his picture in regards to feelings and needs and the student's ability to relate these feelings to his own experiences.	"Who Am I" - Scholastic Magazine, Inc. (Five records and filmstrips) "All Kinds of Feelings" (one of the filmstrips) Oakland Schools
4. Teacher shows filmstrip and illicits responses to questions about the film which investigates envy and how not caring is often a defense.	Teacher evaluates student responses relevant to attitudes and relating attitudes to his own experiences.	"Getting Along"by Kindle-Scholastic Five cassettes and filmstrips "I Don't Care Anyhow" (one of the filmstrips) Oakland Schools
5. Show filmstrip 6. Discuss white lies 7. Discuss the importance or unimportance of white lies	Teacher evaluates the individual responses, as to how white lies can lead to problems and what might be.	Education Corp. of America 7 filmstrips and America cassette "The Boy Who Told Little White Lies" (one of the seven.) Oakland Schools Additional Resources: Concepts and Values -40 Harcourt, Brace and World Inc. 40 posters in Packet Oakland Schools

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies – HEALTY AND SAFETY	Kindergarten C	B. Physical Health 1. Given a variety of pictures (food, exercise, personal hygiene, etc.) the student will identify those pictures which are beneficial to his health and well being and state one reason for his choice, as measured by appropriate testing.
		C. Rules and Laws 1. Given a school, family, or general safety rule or law, the student will identify reasons for the rule or law, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Students will view filmstrip. 2. Discussion of study prints. 3. Make a "We Stay Healthy" book by cutting out pictures showing healthy smiles, proper clothing, taking baths, etc., and dictating captions to teacher.	Teacher will evaluate student discussions and captions for pictures dictated by student.	Oakland Schools "Practicing Good Health" Walt Disney filmstrip and cassette about Dental Health. McGraw Hill Study Prints *SP671 "Learning to Learn" series "Taking Care of Yourself" Additional Resources: "Brush Away Tooth Decay" Hap Palmer
Students will view filmstrip. 2. Role-play rules shown in filmstrip. 3. Role-play same circumstances without rules. 4. View posters and discuss.		Family Living Series by McGraw Hill Filmstrip Oakland Schools "Making Rules and Plans" Additional Resources: Concepts and Values - 40 Harcourt Brace and World, In 40 Posters (5 dealing with rules) Oakland Schools "Stop, Look and Listen" Song by Hap Palmer

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies WORLD ENVIRONMENT	Kindergarten	A. Location Skills
		1. Given a globe and/or a variety of maps, the student will recognize land and water masses, as measured by appropriate testing.
		B. Anthropology
		1. Given pictures of persons who are both alike and different, or descriptions of such persons, the student will identify the similarities and differences, as measured by appropriate testing.
	C	2. Given a description of a particular culture or sub-culture, the student will identify similarities and differences between that culture or sub-culture and his own, as measured by appropriate testing.
		3. Given a description of a particular environment, the student will identify ways in which man has adapted to that environment, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
Students will view filmstrip and identify the following: a. The United States b. Bodies of water, as oceans.	Teacher will evaluate student responses.	Bowmar Early Childhood filmstrip series "The Expanding World" Oakland Schools
1. Students will view filmstrips and will: a. draw illustration of each "family" for individual family books entitled, "There are Many Kinds of Families" b. Draw illustrations of each "home" for individual books entitled "There are Many Kinds of Homes"		"Five Families" Scholastic Magazine, Inc. Five cassettes and filmstrips Chinatown Pinata Circus Family Ya-a-Toy Together (Black Family)

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies WORLD ENVIRONMENT	Kindergarten	C. Ecology 1. Given a picture or description of a particular geographic condition, the student will identify effects those conditions may have on a person or a family, as measured by appropriate testing. 2. Given an illustration or a verbal description of man's use or manipulation of the natural environment, the student will identify possible consequences, both positive and negative, of that use or manipulation, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Students will view filmstrips and will: a. Discuss the various occupations and explain why.	Teacher evaluation of student responses and art work.	"My Home and Me" Encyclopedia Britannica Kit Filmstrips and cassettes (Ranch, City, Forest, Desert, Island) Oakland Schools
2. In small groups, paint murals depicting life as shown in filmstrips.		

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies		
IMMEDIATE ENVIRONMENT	First Grade	At the end of one year of first grade, the student will show an understanding of how he perceives himself and his family in relationship to the following topics:

A. Taking Part in Group Discussions

S

1. Given a group discussion situation, the student will, as measured by appropriate testing, demonstrate an ability to take part in the discussion by:

   a. presenting his own ideas.
   b. demonstrating a willingness to expand and clarify his ideas.
   c. listening to others.
   d. commenting on and building on the ideas of others.

B. Taking Part in Group Activities

S

1. Given a group acitivity situation and minimal adult supervision, the student will demonstrate, as measured by appropriate testing, an ability to take part in an activity by:

   a. helping to establish the purpose and/or nature of the activity.
   b. taking part in the activity.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Filmstrip presentation	Observation of verbal responses from teacher-student discussions.	Family Series Set 1 History and Georgraphy M.K. #1508 - Special Ed.
2. Discussion led by the teacher. Questions are posed in the last frame.	Evaluations of students' grasp of subject by the pictures collected.	"Why We Live in Families"
3. Collect and organize into a bulletin board display, pictures of family life and homes.	Teacher evaluates the completed pictures.	
4. Draw or paint pictures presenting their own ideas on family. Write a short sentence about the picture.		"How Families Change" "Families and Homes" S.R.A. Kit A You and Your Family
1. Form class into groups	Teacher will evaluate student's ability to work and contribute to other members of the group.	
2. Give tasks such as: a. Act out a nursery rhyme. b. Plan a party c. Plan an activity for a rainy day. d d. Plan a clean-up day at school.		(Same as above)
3. Each group will make a presentation to class.	Students will evaluate themselves and each other on presentations.	

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies IMMEDIATE ENVIRONMENT	First Grade **S**	C. Problem Solving 1. Given a picture or description of an event suggesting a problem, especially a picture or description of children, families, or his neighborhood, the student will, as measured by appropriate testing: a. identify a possible problem or problems. b. identify possible solutions to the problem or problems.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Filmstrip presentation.	Teacher observation of student responses.	Oakland Schools Media Kit "The Boy Who Told Little Lies" Educational Corporation of America
2. Discussion identifying boy's problems and possible solutions.		
3. Display poster and discuss.	Teacher observation of verbal responses and role-playing.	Media Kit #2226 "Presenting Dynamo Power" Unit 8
4. Cassette-filmstrip presentation.		
5. Use "Questions for Discussion" in guide.		
6. Role-play from the Problem Box.		
7. The flannel board outlines included can be used by children to make their own puppets and re-enact the story or create new versions.		

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies		
IMMEDIATE ENVIRONMENT	First Grade	D. Community Helpers
	C **S**	1. Given a picture or a description of persons who serve individuals, expecially individuals in the neighborhood, the student will identify the services provided by these persons, as measured by the appropriate testing.
	C **S**	2. Given a picture or a description of an individual or a neighborhood, the student will identify those services that may be needed by that neighborhood and where those services may be obtained, as measured by appropriate testing.
	C	3. Given a list of occupations, the student will place into appropriate occupational clusters as measured by the appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Display pictures from kit for each helper studied.		Study Prints #43 Hospital Helpers #44 Supermarket Helpers #45 Dairy Helpers #47 Fire Department #48 Police Department
2. Tell a story to the class or read a story on back of picture.		
3. Refer to Things to Talk about for discussion.	Teacher observation.	Society for Visual Education, Inc.
4. Refer to Things to Do for activities.	Teacher evaluates completed activities.	
5. Small groups may listen to tape and read books.		Books & Cassettes Career Awareness Book Bags
6. Use accompanying guide for many suggestions.		Children's Press
7. Use record and tapes for presentation.		Media Kit #311 Wonderful World of Work ECF 101-102-103
8. Teacher–student discussion.		

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies IMMEDIATE ENVIRONMENT	First Grade S	E. History 1. Given a particular holiday of special event, the student will identify the nature of the holiday or event, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Listen to record in large group. Children can respond freely with teacher guidance.	Teacher Observation	Media Kit #693 Halloween
2. Teacher reads companion book with student participation.		
3. Book and record may be used at listening post for small groups or individuals.		
4. Discuss the holiday and let students choose a project of their own to make. Examples such as: A Meaningful Mobile Time for Halloween, etc., are included in the kit.	Teacher evaluation of student project.	Media Kit #684 December Holidays
5. Have a Halloween party.		Media Kit #685 February Holidays
6. Use any of the above suggestions as a guide for the other holidays.		

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies		

IMMEDIATE ENVIRONMENT

First Grade

F. Economics

C S 1. Given a description of a saleable item, the student will identify factors that affect its value, as measured by appropriate testing.

C S 2. Given a description of a person's resources, or the resources of a family, and also given a description of the needs of that person or family, the student will identify what seems to be important to that person or family on the basis of the needs they choose considering their resources, as measured by appropriate testing.

G. Formulating and Justifying Concepts

S 1. Given an assortment of pictures, objects, and/or other materials, the student will, as measured by appropriate testing:

- a. group the items in at least three ways (formulating concepts).
- b. explain the reasons for the groupings (justifying concepts).

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Discussion led by the teacher on ways families acquire goods and where.	Evaluate verbal discussion and responses.	Media Kit #1560 "Buying Goods and Services" Set #3
2. View filmstrip.		Media Kit #1509 "Consumers and Consuming" Set #2
3. Discussion using questions on the last frame of filmstrip.		
4. Each student make a chart of his families' most important needs.	Evaluate completed charts.	S.R.A. Text Unit 2
1. For entire class, teacher may play tape while showing book.		Books and Cassettes "A Book Bag" Things are Alike and Different Children's Press
2. For small groups, use listening post and read-along books to review concepts.		
3. Ask students to bring a variety of leaves to class. First group by shape, then by size.	Teacher check groupings.	
4. Select pictures from magazines. Mount like objects on construction paper. Have each student explain why he placed the objects together.	Students can evaluate as each makes presentation either to entire class or in groups.	
5. May use post-test provided in teacher guide.	Teacher check test.	

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies		
IMMEDIATE ENVIRONMENT	First Grade	H. Making and Testing Generalizations
	S	1. Given a set of pictures, experiences, and/or information about various topics, the student will, as measured by appropriate testing: a. identify what the items have in common. b. test the accuracy of the generalization on the basis of additional information.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Display pictures.		Set of pictures of different types of houses (stone, grass, etc.)
2. Teacher-student discussion.		
3. Make generalization (man adapts to his environment, children play all over the world).	Teacher evaluates the generalization.	Set of pictures of children playing (or learning) in other countries.
4. Cut story apart. Have students place sentence with correct picture.	Teacher checks put-together story.	Short story with pictures.
5. Test to see if it makes sense.		

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies		
HEALTH AND SAFETY	First Grade	A. Mental Health
	C **S**	1. Feelings and Needs: Given an event, a picture of an event, especially an event involving children and the family, the student will, as measured by the appropriate testing: a. identify the various feelings and/or needs a person or persons involved in the event may have experienced. b. identify possible reasons for those inferred feelings and/or needs. c. relate the event and those feelings and/or needs to his own experiences.
	C **S**	2. Attitudes: Given an event, a picture of an event, expecially an event involving children and/or their families, the student will, as measured by appropriate testing: a. identify attitudes a person or persons involved in the event may seem to have. b. identify possible sources of those attitudes. c. relate those attitudes to his own experiences.
	C **S**	3. Values: Given an event, a picture of an event, especially an event involving children and/or their families, the student will, as measured by appropriate testing: a. identify the values the person or persons involved in the event may hold. b. identify possible sources of those values. c. relate those values to his own experiences.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Discussion to bring out an understanding of clowns and feelings as per guide.		Media Kit #2226 "Presenting Dynamo Power" Unit 2 The Feeling Clown Pub: Creative Ed. Systems
2. Display poster and discuss.		
3. Cassette-filmstrip presentation.		
4. Use "Questions for Discussion" in guide.	Teacher observation of student response.	Other units in the kit may also be used to further meet these objectives.
5. Choose from any of the 10 involvement activities listed in the guide.	Evaluate the completed activity.	

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies		
HEALTH AND SAFETY	First Grade	B. Physical Health
	C	1. Given a variety of pictures (food, exercise, personal hygiene, (etc.,) the student will identify those pictures which are beneficial to his health and well-being, and state one reason for his choice, as measured by appropriate testing.
		C. Rules and laws
	S	1. Given a school, family, or general safety rule or law, the student will, as measured by appropriate testing:
		a. identify reasons for the rule or law.
	C	b. identify means of making or changing a rule or law.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Picture presentation.		Study Prints "Babit's Eating Habits" #673
2. Discussion (Suggested questions are on the back of pictures.)	Teacher observation of verbal responses.	
3. Cut out magazine pictures. Make personal charts showing those which are beneficial to health and well-being.	Evaluate charts	
4. Make a class list of "Good Health Habits."		
5. Cassette and filmstrip presentation.		Cassette and filmstrip Media Kit #606 "Learning About Health"
6. Discussion		
7. For activities see above.		
1. Filmstrip presentation.		Media Kit #1509 Family Living Series Set 2 "Making Rules and Plans" Pub: McGraw Hill
2. Discussion as presentation in progress.		
3. Answer questions in last frame.	Teacher observation of verbal responses.	
4. Make a class list of family or school rules.		S.R.A. Kit A
5. Each student chooses a rule and illustrates the reason for same.	Evaluate projects.	S.R.A. Text - Unit 3
6. Class discussion on how rules can be changed.		

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies WORLD ENVIRONMENT	First Grade	A. Location Skills 1. Given a globe and/or a variety of maps, the student will recognize land and water masses, as measured by the appropriate testing. 2. Given a map, the student will identify and locate the United States and Michigan, as measured by the appropriate testing.

C
S

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Filmstrip and record presentation.		Media Kit #677 "The World Around Me"
2. Provide globes for students to observe and manipulate.	Teacher observation	"The Everyday World" "The Beautiful World"
3. Use map for locating the United States and Michigan.		
4. Give students copies of maps with instructions to color designated areas.		Filmstrip Series "The Expanding World" Pub: Bowmar Early Childhood
5. Make a class list of various geographic terms used, such as: mountains, valleys, oceans, etc.		Scholastic Map and Globe Skills
6. All three filmstrips and records may be used.		

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies WORLD ENVIRONMENT	First Grade	B. Anthropology
	S	1. Given pictures or descriptions of persons who are both alike and different, the student will, as measured by the appropriate testing: a. identify the similarities and the differences. b. identify ways that these people have adapted to their environment in similar and different ways.
	C	2. Given a description of the various social (cultural) behaviors, the student will identify those behaviors that are affected by the family and the neighborhood which the persons are a part of, as measured by appropriate testing.
	C **S**	3. Given a description of a particular culture or sub-culture, the student will identify similarities and differences between that culture or sub-culture and his own, as measured by appropriate testing.
		4. Given a description of a particular environment, the student will identify ways in which man has adapted to that environment, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Choose any or all of the filmstrips and tapes for presentation.		Filmstrips and cassette Media Kit #1394 "My Home and Me" Encyclopedia Britannica
2. After or during the presentation, develop points in given objectives.	Teacher observation of verbal responses.	
3. Students keep folder showing in pictures and/or words the objectives developed. This could be an extensive project.	Evaluate folders.	
4. Collect pictures of different environments and make a bulletin board display.	Evaluation of the students' grasp of concept by pictures collected.	

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies WORLD ENVIRONMENT	First Grade **S**	C. Ecology 1. Given a picture or description of a particular geographic condition, the student will identify effects those conditions may have on a person, a family, or a neighborhood, as measured by the appropriate testing. 2. Given an illustration or a verbal description of man's use of manipulation of the natural environment, the student will identify possible consequences, both positive and negative, of that use or manipulation, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Filmstrip presentation.		"My Home and Me" (see previous objective)
2. Discussion led by the teacher bringing out concepts listed.		Sound filmstrip Media Kit #1253 "The Family of Man" Pub: Educational Corporation of America
3. Give students pictures of different geographic conditions and have students tell how people living here would dress and live.	Teacher evaluation of responses.	
4. Illustrate a lesson obtained from the movie.	Evaluation of the students' grasp of completed illustrations.	Movie "The Lorax"

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies IMMEDIATE ENVIRONMENT	Second Grade	At the end of one year of second grade, the student will show an understanding of how he perceives himself, his family, and his neighborhood in relationship to the following topics:
	S	A. Taking Part in Group Discussions 1. Given a group discussion situation, the student will demonstrate, as measured by appropriate testing, an ability to take part in the discussion by: a. presenting his own ideas. b. demonstrating a willingness to expand and clarify his ideas. c. listening to others. d. commenting on and building on the ideas of others.
	S	B. Taking Part in Group Activities 1. Given a group activity situation and minimal adult supervision, the student will demonstrate, as measured by appropriate testing, an ability to take part in an activity by: a. helping to establish the purpose and/or nature of the activity. b. taking part in the activity.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Students will view filmstrip.	Teacher observation, through classroom discussion of the student's ability to present his own ideas and listen to the ideas of others.	Oakland Schools Media Kit #K1571 "Belonging to a Group" Guidance Assoc. Pub: Harcourt Brace
2. Students and teacher will discuss the working of large and small group situations.		
3. Each student will bring in something, (a book, a collection, a picture, etc.) to share with the group. The student will tell about his contribution and answer questions from the group.	Students will evaluate themselves and each other in their presentations.	
1. Teacher will ask class to form four groups. Each group is to decide among themselves on a puppet play they would like to perform (original or published). Students will decide on their parts and make paper bag puppets.	Teacher evaluation on the students' ability to work within a small group, and contribute to the decision making of that group by observing the groups in action.	Puppet Stage Art supplies Paper bags Construction paper Scissors Paste Crayons Paint
2. Each group will present his play to the class.	The students will evaluate themselves and each other in the presenting of the plays.	

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies IMMEDIATE ENVIRONMENT	Second Grade S	C. Problem Solving 1. Given a picture or description of an event suggesting a problem, especially a picture or description of children, families, his neighborhood, or a community, the student will, as measured by appropriate testing: a. identify a possible problem or problems. b. identify possible solutions to the problem or problems.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Present filmstrips and cassettes.	Teacher will observe during discussion, the ability to identify problems of various neighborhoods and to suggest solutions to these problems.	Oakland Schools Media Kit #596 "Neighborhoods" Coronet
2. Teacher/student discussion of filmstrip.		Media Kit #1508 Family Series #1 Pub: McGraw Hill
3. Students will draw pictures of one of the neighborhoods to put into a "Neighborhood Book"	Students will evaluate themselves and each other while looking through "Neighborhood Book"	

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies IMMEDIATE ENVIRONMENT	Second Grade	D. Community Helpers
	C **S**	1. Given a picture or a description of persons who serve individuals, especially individuals in the neighborhood, or community, the student will identify the services provided by these persons, as measured by appropriate testing.
	C **S**	2. Given a picture or a description of an individual or a community, the student will identify those services that may be needed by that person or that community and where those services may be obtained, as measured by the appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Display study prints around the room for students to observe.	Teacher will observe during classroom discussion the students' ability to identify the services provided by these helpers.	Oakland Schools Study Prints SVE 1971 Police Dept. Helpers 48
2. Teacher/student discussion of study prints.		Hospital Helpers 43
3. Students will form groups and act out roles of various community helpers.	Students will evaluate themselves and others through observation of role playing.	Fire Dept. Helpers 41 Postal Helpers 46
4. Guest speakers may be scheduled (firemen, policemen, etc.)		Media Kit #668 Cassettes & F. S. Doctor's office Supermarket School Library, etc.
6. Field trip may also be scheduled (fire department, police department, etc.)		
7. Students and teacher will discuss their community and the services that are needed.	Teacher observation of students' ability to identify services needed by the community and where they can be obtained.	
8. Display study prints around the room.		Oakland Schools SVE Study Prints
9. Students will pick out the pictures that identify the services needed by their community.	Teacher will evaluate the student lists and illustrations.	How People Travel in the City 38 Keeping the City Clean and Beautiful 39
10. Students will make a list of services needed in their community and illustrate one of the services.		Moving Goods for People in the City 37 Postal Helpers 46

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies IMMEDIATE ENVIRONMENT	Second Grade	D. Community Helpers . . . cont.
	C	3. Given a list of occupations, the student will place the occupations into appropriate occupational clusters, as measured by appropriate testing.
	C	4. Given a description of a particular occupation or occupational cluster, the student will identify ways in which that occupation or occupational cluster is related to other occupations as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
11. Teacher will list on board different occupations, as the students recite them.	Teacher will observe and evaluate as a spokesman from each group recites his group's conclusions on the occupational clusters.	
12. Students will form groups and put these listed occupations into appropriate clusters.		
13. Show filmstrips and cassettes.	Teacher observation of discussion and pictures will show whether the students understand their mother's role and the relationship to other occupations.	Oakland Schools Media Kit F.S. Cassettes Eye Gate 1974 "Mothers Work" In a Business Office In a Profession At a Surprising Job In a Store At Home In an Office at Home
14. Student/teacher discussion of various jobs their mothers do in or outside the home and how they are related to other occupations.		
15. Draw a picture of mother doing one of her jobs.		

TOPIC	GRADE LEVEL		PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies IMMEDIATE ENVIRONMENT	Second Grade		E. History
		S	1. Given a particular holiday or special event, the student will, as measured by appropriate testing: a. identify the nature of the holiday or event. b. compare the participation in holidays or special events with persons of other backgrounds.
		C S	2. Given a variety of materials, the student will, as measured by appropriate testing: a. identify some famous people and tell what they did. b. name some great American events, both recent and historical.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Present filmstrips and cassettes.		Oakland Schools Media Kit #2152 Coronet "Christmas Tales From Many Lands"
2. Discuss the holiday with the class, including children from any different ethnic background who may celebrate Christmas differently. Include children who do not celebrate Christmas, but may want to share another holiday with the class.	Teacher observation of participation in discussion.	Media Kit #120 Eye Gate "Story of our Holidays"
3. Class work as a group to make paper mache pinata. (after discussion of the Mexican Christmas tradition)	Teacher observation of the class making the pinata will help to evaluate the student's understanding of Christmas in America and other countries.	
4. Class program Christmas in Other Lands		
5. Present filmstrips to the class.	Through group discussion the teacher will observe the students' ability to identify Lincoln and Washington and to tell what they are famous for.	Oakland Schools Media Kit #1585 Singer "Lincoln and Washington-Why We Celebrate Their Birthdays"
6. Teacher/student discussion.		
7. Students pretend they are reporters and write a news report on one of the presidents.	Students will read their news reports to the class and thus will evaluate each other.	

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies IMMEDIATE ENVIRONMENT	Second Grade	F. Economics
	C S	1. Given a description of a saleable item, the student will identify factors that affect its value, as measured by appropriate testing.
	C S	2. Given a description of a person's resources, or the resources of a family or a community, and given a description of the needs of that person, family or community, the student will identify what seems to be important to that person, family, or community on the basis of the needs they choose to make considering their resources, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Show movie. 2. Teacher/student discussion of film.		Oakland Schools Movie 1197 Learning Corporation "Why We Use Money-The Fisherman Who Needed a Knife"
3. Each student will bring a saleable item from home and identify. (after some research) the steps it had to go through to reach its final destination.	Teacher will observe student's ability to identify factors that influence an item's saleability, through oral discussion and report giving.	Movie 1575 Doubleday "We Want Goods and Services" Media Kit Edu-Cast "The World of Work Series"
4. Show filmstrips. 5. Teacher/student discussion of film as it is related to their own personal and family needs.	Students will write a report on some of the needs that are important to their family, and how these needs can be met.	Media Kit 1509 McGraw Hill "Family Living" #2
6. Set up classroom as a grocery store using old food containers and play money. (students will experience and solve economic problems through role playing.	Teacher will observe students during role-playing in grocery store and evaluate their ability to solve economic problems.	

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies IMMEDIATE ENVIRONMENT	Second Grade **S**	G. Formulating and Justifying Concepts
		i. Given an assortment of pictures, objects, words and/or other materials, the student will, as measured by appropriate testing:
		a. group the items in at least three ways (formulating concepts.)
		b. explain the reasons for the groupings (justifying concepts.)

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Display the study prints from the following series: Moving Goods for People in the City. How People Travel in the City.	Teacher will observe through discussion, the students' ability to formulate concepts.	SVE Study Prints 37 Ocean Freighter and Railroad Cars Fuel Oil Truck Ready-Mix Truck Barge and Tugboat Moving Van Jet Freighter Truck Terminal Railroad Freightyards
2. Discuss with the students what main concepts they discovered in the pictures.		
3. Have the students group the pictures in three different ways and explain the reasons for the groupings.	The students will evaluate themselves and each other through observation and discussion of creative projects.	
4. The students will create a large mural showing the different ways of transporting people and goods, or The students will create a city (using cardboard boxes and paper) showing a good system of roads.		Oakland Schools Study Prints SVE City Bus Jet Airliner Taxicab Subway Train Freeway Commuter Train Ferryboat

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies IMMEDIATE ENVIRONMENT	Second Grade 8	H. Making and Testing Generalizations 1. Given a set of pictures, experiences, and/or information about various topics, the student will, as measured by appropriate testing: a. make an appropriate generalization. b. test the accuracy of the generalization on the basis of additional information. All people live on the same planet. All people have homes, but they are different. People dress differently in different areas. People work or have jobs, miner, office worker, bridge builder, grind corn, carve figurines. All people need food. Children like to play. Children all over the world go to school. Our planet is made up of water and land and is round.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Display pictures from the following series: "The Earth, Home of People"		Oakland Schools Silver Burdett Study Prints #80 "The Early Home of People"
2. Discuss with the students the differences and similarities they see in the pictures.		
3. Using one generality (all people live in a home or shelter) have the student build a diorama to demonstrate one of the homes.	Teacher will observe students' ability to generalize through his discussion and written report.	
4. Students will use the school library to research the homes they are making, and to write a report.	Students will evaluate themselves and others through observation of reports and diorama.	

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies HEALTH AND SAFETY	Second Grade	A. Mental Health
	C S	1. Feelings and Needs: Given an event, a picture of an event, or a description of an event, especially an event involving children, their families or others in the community, the student will, as measured by appropriate testing: a. identify the various feelings a person or persons involved in the event may have experienced. b. identify possible reasons for those inferred feelings. c. relate the event and those feelings to his own experiences.
	C S	2. Attitudes: Given an event, a picture of an event, especially an event involving children, their families, or others in their community, the student will, as measured by appropriate testing: a. identify attitudes a person or persons involved in the event may seem to have. b. identify possible sources of those attitudes. c. relate those attitudes to his own experiences.
	C S	3. Values: Given an event, a picture of, or a description of an event, especially an event involving children, their families, or others in their community, the student will, as measured by appropriate testing: a. identify the values of the person or persons involved in the event may hold. b. identify possible sources of those values. c. relate those values to his own experiences.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Present filmstrips and tapes of: "Learning to Trust People" "Learning About Patience" "Learning to Face up to Mistakes" "Learning to Keep a Promise"	Teacher will observe the students' ability to identify feelings and reasons for these feelings through class discussion and interaction between the panel and the class.	Oakland Schools Media Kit #589 SVE "Learning to Live With Others" Media Kit #MK1253 Educational Corp. "Personal Feelings of Responsibility"
2. Engage group in informal discussion about filmstrips and similar experiences they may have had.		
3. Select four or five to be a panel and discuss before group.		
4. Display poster and show filmstrip, "Nothing Ever Seems to Work Out for Me" Play song of same title		Media Kit #MK1601 Encyclopedia Britannica "The Most Important Person" "Why Not Try" "We Can Do It" "I'm Lonely", etc.
5. Informal discussion of the above with class.	Evaluation through discussion, acting out and children's lists.	
6. Children will make a list of ways to get over disappointment.		
7. Show the filmstrips from the kit "About Myself"	Teacher will evaluate the students' ability to identify values and their source through observation of class discussion and through students' reports.	Media Kit #K676 Bowmar "About Myself"
8. Discuss with class the values of children in the filmstrip and how they relate to the class' values.		

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies HEALTH AND SAFETY	Second Grade	B. Physical Health
	C	1. Given a variety of materials (pictures, books, experiences, information, etc.) of various health habits, the student will identify those habits which are beneficial to his health and well-being and state reasons for his choices, as measured by appropriate testing.
		C. Rules and Laws
	S	1. Given a school, family, or community rule or law, the student will, as measured by appropriate testing:
	C	a. identify reasons for the rule or law. b. identify means of making or changing a rule or law.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Present on various days, the filmstrips and cassettes from kit.	Written factual test.	Oakland Schools Media Kit #606 Encyclopedia Britannica Learning About Health
2. Teacher leads discussion after each filmstrip, emphasizing the area of health covered that day.	Teacher observation of students' ability to recognize good health habits during class discussion.	Media Kit #1709 Walt Disney Practicing Good Health (mouth)
3. Students will measure and weigh each other to keep a chart on their health, or students will make a mobile (using hanger, string and paper) demonstrating the five senses.	Students will evaluate themselves and others while keeping health charts.	
4. Guest speakers - Doctor, Dentist, etc.		
5. Present filmstrip "Making Rules and Plans"	Teacher will observe during discussion, the students' ability to state why we have laws and how we can change laws.	Oakland Schools McGraw Hill Family Living Set 2
6. Teacher-lead discussion.		
7. Students will write a story telling what would happen if we didn't have laws.		

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies WORLD ENVIRONMENT	Second Grade	A. Location Skills
	S	1. Given a globe and/or a variety of maps, the student will identify some generally knownareas such as the United States, Michigan, the Atlantic Ocean, etc., as measured by appropriate testing.
		B. Interpreting Maps and Globes
	C S	1. Given a map of the classroom and/or the school, the student will interpret the map, as measured by appropriate testing.
	C S	2. Given a map or globe, the student will identify some common symbols, as measured by appropriate testing.
		C. Anthropology
	S	1. Given pictures or descriptions of persons who are both alike and different, the student will, as measured by appropriate testing: a. identify the similarities and differences. b. compare the similarities and differences with his own.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Present filmstrips.	Through teacher observation of students using the maps and globes.	Oakland Schools Filmstrip #650 Introducing Maps and Globes What is a Map? What is a Globe?
2. Class discussion of filmstrips.	Evaluation of classroom discussion.	
3. Using maps and globes in the classroom, students will point out the Atlantic Ocean, United States and Mich.	Students will use ditto sheet to identify some general areas.	Troll Associates Filmstrip #831 Maps Show Us Where Curtis Circulation Co. Filmstrip Maps & Globes
4. Show filmstrips "Map Symbols and Terms" and "Globes, Our Most Accurate Maps"		National Georgaphic Media Kit Exploring the World of Maps
5. Students will make a map of school using symbols, or make a map of their own bedroom using symbols.	Teacher will evaluate student's map making skills.	International Educational Films - Filmstrip #652 Map Symbols and Terms
6. Children will read treasure map with symbols to locate a hidden treat. (Map made by teacher)	Students will be evaluated on their ability to read the treasure map.	
7. Display study prints.	Teacher will evaluate students' ability to identify similarities and differences between cultures including his own.	SVE Study Prints Children of Australia 12 Children of Africa 17 Children of Europe 16 Children of So. America 13 Children of No. America 14
8. Children will form groups and make murals of some aspect of another culture.	Students will evaluate themselves and each other in making murals.	Media Kit #657 Folktales Around the World Media Kit #940 American Indian Legends

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies WORLD ENVIRONMENT	Second Grade C	2. Given a description of the various social (cultural) behaviors, the student will identify those behaviors that are affected by the family, the neighborhood, and/or communities which the persons are a part of, as measured by appropriate testing.
	C S	3. Given a description of a particular culture or sub-culture, the student will, as measured by appropriate testing: a. identify similarities and differences between that culture or sub-culture and his own. b. compare the similarities and differences with his own.
		4. Given a description of a particular environment, the student will, as measured by appropriate testing: a. identify ways in which man has adapted to that environment. b. compare the similarities and differences with his own.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Present to the class the three filmstrips from The World Around Me.	Teacher will observe, through classroom discussion, the students' ability to identify the effects family, neighborhood and communities have on behavior.	Oakland Schools Media Kit #677 The World Around Me The Beautiful World The Everyday World Expanding World
2. Discussion of filmstrips and what cultural influences have affected their behavior and the behavior of the people in the filmstrip.		
3. Show filmstrips and cassettes from the Kit "Children Around the World"		Media Kit #288 SVE Children Around the World Korea Trinidad Brazil
4. Discussion and comparison of students' culture with those presented in the filmstrip.	Teacher will evaluate students' effort in making a contribution to the classroom discussion.	
5. Students will make a chart showing similarities and differences between a particular culture and their culture.	Teacher will evaluate students' effort in making chart. (according to his capabilities.	
6. Show the four filmstrips.		McGraw Hill Eskimo Children on Baffin Island (Spring) 400 Eskimo Children on Baffin Island (Summer) 401 Eskimo Children on Baffin Island (Autumn) 398 Eskimo Children on Baffin Island (Winter) 399
7. Discuss how the environment has influenced the culture of the Eskimos.	Teacher evaluation of classroom discussion.	
8. Each student will draw a picture, (seasonal) depicting one aspect of the culture, to be put in a classbook.	Students will evaluate each other in looking through the book on Children on Baffin Island	

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies WORLD ENVIRONMENT	Second Grade S	D. Ecology 1. Given a picture or description of a particular geographic condition, the student will identify effects those conditions may have on a person, a family, or a community, as measured by appropriate testing. 2. Given an illustration or a verbal description of man's use or manipulation of the natural environment, the student will identify possible consequences, both positive and negative, of that use or manipulation, as measured by appropriate testing. 3. Given an illustration or verbal description of man's basic needs, the student will state how at least one of these needs has been met through the interdependence of communities, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Show filmstrips from the kit "Ecology Our Challenge"	Teacher observation of students' ability to describe through discussion the effect of his environment on his life.	Oakland Schools Kit #1759 Avid Ecology Our Challenge Ecology of the Dessert Ecology of Water Ecology of Seashore Ecology of Grasslands Ecology of Mountain Top The Chain of Life Conservation, Man's Task Life's Basic Three
2. Discussion of filmstrips and the students' particular environment, how it affects them and their community.		
3. Students will make poster showing ways to improve their environment.	Students will evaluate themselves and each other in making and displaying the posters.	
4. Show filmstrip and record, "The Beautiful World."	Factual test taken from teacher/student discussion.	Kit #677 Bowmar The World Around Me
5. Discussion of filmstrip.		
6. Students will write a story of what will happen to the earth if man does not stop polluting.	Students will evaluate themselves and others when reading their stories.	
6. Present film "The Lorax."	Teacher observation of students' knowledge of interdependence of communities through classroom discussion.	Movie #1432 B.F.A. The Lorax School Media Center
7. Discussion of film.		
8. Students will write a report on how one of their basic needs, food, clothing, shelter, etc., is met by inter-dependence of communities.	Teacher evaluation of reports according to student's capability.	

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
IMMEDIATE ENVIRONMENT	Third Grade S	At the end of one year of third grade, the student will show an understanding of how he perceives himself, his neighborhood, and his community in relationship to the following topics: A. Taking Part in Group Discussions 1. Given a group discussion situation, the student will demonstrate, as measured by appropriate testing, an ability to take part in the discussion by: a. presenting his own ideas. b. demonstrating a willingness to expand and clarify his ideas. c. listening to others. d. commenting on and building on the ideas of others.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Show filmstrips, Cities (include tapes) You and Your World	Observation of verbal responses from the teacher/student discussions.	Oakland Schools "Focus on Self Development"
2. Discussion led by teacher.		S.R.A. Cities Books, Text, filmstrips and tapes. "Our Working World"
3. Student will be asked to make a model of his neighborhood and verbally describe it.		S.R.A. Satellite Kit "You and Your World"
4. Students will form groups and research one element of city living, using media center, and report to the class. (Also can use books in the S.R.A. kit)		Teacher resource: Teacher guides in above kits.

Other suggestions:

Take a walk around the neighborhood pointing out stores, police and fire stations, post office, etc.

Students can visit and interview store owners.

Field trip may be planned to one of the city buildings.

Guest speakers may be invited to classroom.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies IMMEDIATE ENVIRONMENT	Third Grade S	B. Taking Part in Group Activities 1. Given a group activity situation and minimal adult supervision, the student will demonstrate, as measured by appropriate testing, an ability to take part in an activity by: a. helping to establish the purpose and/or nature of the activity. b. taking part in the activity.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Show filmstrips "Belonging to a Group"	Observation of verbal responses from the student/teacher discussions.	Oakland Schools "Belonging to A Group" Guidance Associates Harcourt Brace Jovanovich Inc.
2. Student/teacher discussion.		
3. Students, working in a group, will select a school problem and do a paper or project on possible solutions to the problem.		
4. Small group preview of consumable texts "What About Me?"		Dimensions of Personality "What About Me?" Consumable texts

Other Suggestions:

Have children make posters stressing solution to school problem, example, don't litter.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
IMMEDIATE ENVIRONMENT	Third Grade 8	C. Problem Solving 1. Given a picture or description of an event suggesting a problem, especially a picture or description of children, families, neighborhoods, communities, or regions, the student will, as measured by appropriate testing: a. identify a possible problem or problems. b. identify possible solutions to the problem or problems.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Show filmstrips.		Oakland Schools "Making Decisions" Family Living Set McGraw Hill
2. Discussion led by teacher.	Observation by teacher of verbal responses in discussion.	
3. Children will form groups and dramatize one of the problems.	Students will evaluate dramatizations and discuss it giving other possible solutions.	
4. Teacher will display a variety of pictures.		Human interest pictures from magazines, Life or the newspaper.
5. Students will choose one picture and write a paragraph on: a. Identifying possible problems. b. Identifying possible solutions.	Teacher will evaluate the paragraph according to the ability of the child.	

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies IMMEDIATE ENVIRONMENT	Third Grade	D. Community Helpers
	C **S**	1. Given a picture or a description of persons who serve individuals, especially individuals in the nieghborhood and/or regional communities, the student will identify the services provided by these persons, as measured by appropriate testing.
	C **S**	2. Given a picture or a description of an individual or a regional community, the student will identify those services that may be needed by that person or persons or that regional community and where those services may be obtained, as measured by the appropriate testing.
	C	3. Given a list of occupations, the student will place the occupations into the appropriate clusters, as measured by the appropriate testing.
	C	4. Given a description of a particular occupation or occupational cluster, the student will identify ways in which that occupation or occupational cluster is related to other occupations, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Show filmstrip. 2. Class discussion led by teacher	Observation of verbal responses by students during discussion.	Oakland Schools Community Workers and Helpers Groups 1 and 2
3. Students may take notes.		Singer S.V.E. Filmstrip and Cassettes-8 films 4 cassettes.
4. Children may research in the media center any occupation. Students will write a report and give presentation.	Students will be evaluated on either the presentation or report by ability of student.	You and Your World S.R.A. Kit C Families and Services McGraw Hill Filmstrips Family Services Set 3

OPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
MMEDIATE NVIRONMENT	Third Grade	E. History
	S	1. Given a particular holiday or special event, the student will, as measured by appropriate testing: a. identify the nature of the holiday or event. b. compare and contrast the participation in holidays, customs, or special events with persons of other backgrounds.
	C S	2. Given a variety of materials, the student will, as measured by appropriate testing: a. identify some famous people and tell what they did. b. name some great American events - both recent and historical. c. list in chronological order three or four of these events.
		3. Given a description of various conditions or events, the student will, as measured by appropriate testing: a. identify those which could bring about change. b. state probable causes for these changes.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Group discussion led by teacher on: How holidays are celebrated by students.	Observation of student response during class discussion	Oakland Schools Story of Our Holidays Eye-Gate House, Inc. Kit: Nine filmstrips five cassettes
2. Have students research how his mother, dad, or grandparents celebrated particular holidays.	Teacher will evaluate student projects according to capability.	Lincoln and Washington Singer S.V.E. Education filmstrips with cassettes
3. Give verbal reports, written reports, drawings of then and now for a comparison bulletin board.	Students will evaluate each other.	How Families Change History and Geography McGraw Hill Filmstrip

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
IMMEDIATE ENVIRONMENT	Third Grade	F. Economics
	C S	1. Given a description of a saleable item, the student will identify factors that affect its value, as measured by appropriate testing.
	C S	2. Given a description of a person's resources, or the resources of a region, and also given a description of the needs of that person or region, the student will identify what seems to be important to that person or region on the basis of the needs they choose considering their resources, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Take a walking trip to a local store or stores.		Oakland Schools Fundamentals of Economics
2. Discuss services, cost and factors that affect the value of services.	Observation of student response during discussion.	Eye-Gate House, Inc. Kit: 8 filmstrips 4 records
3. Allow students to decide what segment of economics they would enjoy researching. a. Project of pictures or display. b. Paper c. Interview with employees or an employer.	Teacher will evaluate the projects according to student's ability and originality of the project.	Meeting our Needs Family Living Set 2 McGraw Hill Filmstrip

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
IMMEDIATE ENVIRONMENT	Third Grade **S**	G. Formulating and Justifying Concepts 1. Given an assortment of materials, words, and/or ideas about various topics, the student will, as measured by appropriate testing: a. group the items in various ways (formulating concepts). b. explain the reasons for the groupings (justifying concepts).
	S	H. Making and Testing Generalizations 1. Given a set of pictures, experiences, and/or information about various topics, the student will, as measured by appropriate testing: a. identify what the items have in common. b. test the accuracy of the generalization on the basis of additional information.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Cut out items for sale: Cars, Houses, Furniture.		Daily newspaper Classified ads
2. Give students general headings: Cars for sale, houses for sale, furniture for sale		
3. Students must sort sale items under appropriate general heading.	Teacher would check students' groupings. Assess at 100% or 80% or lower.	
4. Students may be asked to give reasons for his choices.	Teacher would judge student responses as to their capability.	
1. Variations of the above could be used.		
a. Cut sections of a story apart and have students place proper sections of story under logical picture.	Teacher would check students' groupings. Assess at 100% or 80% or lower.	News stories from local newspaper. Use four or more of each and mix up.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
HEALTH AND SAFETY	Third Grade	A. Mental Health
	CS	1. Feelings and Needs: Given an event or a description of an event, the student will, as measured by appropriate testing: a. identify the various feelings a person or persons involved in the event may have experienced. b. identify possible reasons for those inferred feelings. c. relate the event and those feelings to his own experiences.
		2. Given a group health discussion situation, the student will demonstrate his awareness of his own responsibility for his personal health, as measured by appropriate testing.
	CS	3. Attitudes: Given an event, a picture of an event, or a description of an event, especially an event involving families or others in the community, the student will, as measured by appropriate testing: a. identify attitudes a person or persons involved in the event may seem to have. b. identify possible sources of those attitudes c. relate those attitudes to his own experiences.
	CS	4. Values: Given an event, a picture of an event, especially an event involving their families or people in their community, the student will, as measured by appropriate testing: a. identify the values the person or persons involved in the event may hold. b. identify possible sources of those values. c. relate those values to his own experiences.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Read the story, "Too Many Bozos"		
2. Discuss with the students, how the boy felt and how his mother felt.	General observation.	Oakland Schools *Exploring Your Feelings* Guidance Association Sound filmstrips 2 filmstrips 2 cassettes
3. Relate with a short discussion teacher/ student discussion, how each of us can feel happy and sad.		*Dimensions of Personality* *What About Me?* Consumable texts
4. Have student write a paragraph about a happy time or a sad time in his life.	Teacher will judge whether or not the child has grasped the meaning and evaluate to the students' ability.	*Learning to Live With Others* Singer S.V.E. Group 1 and 2 8 filmstrips 4 cassettes
5. Students will draw a picture to go with the paragraph. Have students draw themselves in the picture and relate their experience.		

Other Suggestions:

Have students cut pictures from magazines or newspapers showing people with different emotions on their faces.

Display a set of pictures and have students write or verbally guess what might be happening and how the people might be feeling.

Social Studies
HEALTH AND SAFETY

Third Grade

C

B. Physical Health

1. Given a variety of materials (pictures, books, experiences, information, etc.) of various health habits, the student will identify those habits which are or are not beneficial to his health and well-being and state reasons for his choices, as measured by appropriate testing.

2. Given a group discussion situation, the student will demonstrate an ability to make decisions regarding drug usage, as measured by appropriate testing.

S

C

C. Rules and Laws

1. Given a rule or law, the student will, as measured by appropriate testing:

   a. identify reasons for the rule or law.

   b. identify means of making or changing a rule or law.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Read Walt Disney's Pinochio		Oakland Schools Food and Nutrition Parents Magazines Family Life-Sound & Color Filmstrips Child Development & Child Health 1975 5 filmstrips 3 cassettes
2. Lead a discussion about how clever Jiminy Cricket was. Lead into a Jiminy Cricket health filmstrip.		Health – Walt Disney 7 filmstrips and cassettes You and the Human Anatomy You and Your Eyes You and Your Ears You and Your Food You and Your 5 Senses You and Your Sense of Smell & Taste You and Your Sense of Touch You the Living Machine
		Practical Drug Series I.E. Interpretive Education 3 cassettes 5 filmstrips
1. Choose one school rule.		Family Living Making Rules and Plans McGraw Hill filmstrips
2. Lead a discussion as to why this rule is important.		
3. Students could make up a set of school rules or room rules. (This would allow them to see the reasons for well-thought out and fair rules.	Teacher observation of attitudes and later attitudal changes if they occur.	
4. Students could write a story telling what life would be like if there were no laws at all.	Judge according to child's ability.	

Other Suggestions:

Field trip to local law enforcement establishment.

A policeman could come and speak on bicycle safety.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
WORLD ENVIRONMENT	Third Grade S	A. Location Skills 1. Given a globe and/or a variety of maps, the student will identify some generally known areas such as the United States, Michigan, the Atlantic Ocean, etc., as measured by appropriate testing. 2. Given a globe and a map of the world, the student will identify the equator, tropics, continents, oceans, large islands, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Play "Spin the Globe" game. Student is blindfolded and puts his finger on a spinning globe. Wherever his finger lands, he will take a vacation there. If it lands on water, he will take an ocean cruise.		Scholastic Booklets Maps and Globe Skills Oakland School Media Exploring the World of Maps National Georgraphic Society 5 filmstrips and cassettes A globe from the library
2. Students write the kinds of clothing they would pack in order to take a trip to that particular place.	Observation	
3. Students name the large mass of water closest to their vacation spot or give facts about the country they will be visiting.		
Teacher will work in equator for clothing hints and also continents, etc.		

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies WORLD ENVIRONMENT	Third Grade	B. Interpreting Maps and Globes
	C S	1. Given a map of the classroom, the school, and/or the neighborhood, the student will interpret the map, as measured by appropriate testing.
	C	2. Given his local neighborhood, his school, and/or a classroom, the student will construct a simple map of that neighborhood, school, and/or classroom using cardinal directions, as measured by appropriate testing.
	C S	3. Given a map or globe, the student will identify some common symbols, i.e., directions, rivers, capitols, etc., as measured by the appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Draw a picture of your classroom, including doors and windows. Teacher will assist in labelling N,S,E,W on the map, (walls) Student draws and labels various centers in the room.	Teacher observation as to students' perception of areas of classroom and writing proper directional signs on his own map.	Paper (8 1/2 x 11) rulers
2. Using one floor or the entire building, the student will label each teacher's room, media center and office.		Paper (18 x 22) rulers
3. Make a walkie-talkie out of cans and wire. Go to the NW corner of building and another student to the SE corner and talk to each other. (use any directions)	Teacher will observe the activity.	
4. Use color code for giving directions, example, put a black star on the east side of the map, etc.	Teacher observation.	Students' maps
5. The entire class will build a 3-D map on plywood using old toys, etc. Use this as a center, writing activities on cards relating to directions and things to do on cards. Example, what corner is the police station on? Answer S.E.		Plywood, toy cars, gas stations, etc. Teacher-made activity cards, paper, student books

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
WORLD ENVIRONMENT	Third Grade	C. Anthropology
	S	1. Given information of persons who are both alike and different, the student will, as measured by appropriate testing: a. identify the similarities and differences. b. compare the similarities and differences with his own.
	C	2. Given a description of the various social (cultural) behaviors, the student will identify those behaviors that are affected by the family, the neighborhood, the immediate community and the regions which the persons are a part of, as measured by appropriate testing.
	C **S**	3. Given a description of a particular culture or sub-culture, the student will, as measured by appropriate testing: a. identify similarities and differences between that culture or sub-culture and his own. b. compare similarities and differences with his own.
		4. Given a description of a particular environment, the student will, as measured by appropriate testing: a. identify ways in which man has adapted to that environment. b. compare the similarities and differences with his own.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Students will make pictures of the following: Their home An Eskimo and igloo Native boy and grass hut. (The teacher may read a fiction book based on Eskimos or natives. These could be read to the class before they draw the pictures.)	Teacher evaluation of student drawings.	Oakland Schools History and Geography Family series Set I McGraw Hill 8 filmstrips Family Life in the United States Family Life in American History Family Life Around the World Local magazines and newspapers
2. Teacher will lead a discussion on likes and differences of the three pictures.	Teacher observation of verbal responses.	Harcourt Brace
3. Have children select pictures of people of different cultures and countries and make a collage.	Teacher evaluation.	

Other Suggestions:

Ask people, parents if possible, from different backgrounds to visit and discuss their culture and customs with the class.

Give a Country luncheon, Chinese, German, Polish. Make costumes to wear. Play appropriate background music.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
WORLD ENVIRONMENT	Third Grade **S**	D. Ecology 1. Given a picture or description of a particular geographic condition, the student will identify effects those conditions may have on a person, a family, or a community, as measured by appropriate testing. 2. Given an illustration or verbal description of man's use or manipulation of the natural environment, the student will identify possible consequences, both positive and negative, of that use or manipulation, as measured by appropriate testing. 3. Given an illustration or verbal description of man's basic needs, the student will state how at least one of these needs have been met through the interdependence of communities, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. View filmstrip with cassette.		Oakland Schools Learning Tree Filmstrips Land, Water, Sky and Things That Grow
2. Use teacher's guide for points to emphasize in class discussion.	Teacher observation	4-color filmstrips/2 cassettes
3. Teacher's guide also includes individual activities, class projects, correlating activities, etc.	Teacher evaluation of completed projects.	

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
IMMEDIATE ENVIRONMENT	Fourth Grade	At the end of one year of fourth grade, the student will show an understanding of how he perceives himself, his family, his neighborhood, his community, and his state in relationship to the following topics:

A. Taking Part in Group Discussions

S

1. Given a group discussion situation, the student will demonstrate, as measured by appropriate testing, an ability to take part in the discussion by:
    a. presenting his own ideas.
    b. demonstrating a willingness to expand and clarify his ideas.
    c. listening to others.
    d. commenting on and building on the ideas of others.

B. Taking Part in Group Activities

S

1. Given a group activity situation and minimal adult supervision, the student will demonstrate, as measured by appropriate testing, an ability to take part in the activity by:
    a. helping to establish the purpose and/or nature of the activity.
    b. taking part in the activity.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Working with students in the Actionkit, "What It Looks Like" will present them with an opportunity to give their own ideas and to communicate in a small-group situation about concepts presented.	Teacher and class checking of student activity sheets that accompany the media kit.	Oakland Schools Filmstrip #1017 Critical Thinking Eyegate Publishing Newspapers for children My Weekly Reader News Parade Actionkits by Denoyer-Gippert
1. After discussion and small-group work the teacher will help the class establish a bulletin board demonstrating some concepts learned through use of the Actionkit.	Teacher and class will evaluate the displayed bulletin board.	The United States From Where I Stand Actionkit #861611 Kit and teacher's resource book.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
IMMEDIATE ENVIRONMENT	Fourth Grade **S**	C. Problem Solving 1. Given materials of an event suggesting a problem, including social problems, the student will, as measured by appropriate testing: a. **identify the problem or problems.** b. identify possible solutions to the problem or problems.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. View filmstrip.		Oakland Schools Problem Solving and Critical Thinking
2. Student/teacher discussion of filmstrip.	Teacher observation of verbal responses.	
3. Students write their own list of problems they can identify.	Teacher will check the completed lists.	#1018 Problem Solving Eye - Gate
4. Students choose a problem and suggest a possible solution either orally or in a written paragraph.	Teacher observation or evaluation of oral or written work according to student ability.	Our World of Work OSMC M.K. #2206 DEF Media Corp.
5. Students demonstrate the solving of problems presented through a role-playing situation.	Teacher and group observation and evaluation.	

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
IMMEDIATE ENVIRONMENT	Fourth Grade	D. World of Work
	C	1. Given a list of individuals and local, state and federal agencies, the student will identify the services provided by these individuals and agencies, as measured by appropriate testing.
	C **S**	2. Given information about an individual or community, the student will identify the services needed by the individual or community and where those services may be obtained, as measured by appropriate testing.
	C	3. Given a list of occupations, the student will, as measured by appropriate testing:
	S	a. place the occupations into appropriate occupational clusters. b. discuss general requirements for each occupation. c. state how he could fit into the general requirements.
	C **S**	4. Given a description of a particular occupation or occupational cluster, the student will identify ways in which that occupation or occupational cluster is related to other occupations, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Teacher-directed discussion of media kits, leading to the writing of a "rationale" for working, and looking up new terms such as wages.	Factual test on terms relating to work such as public, earnings, service, etc.	S.P. #669 (K-6) Cartoon-types with Teacher's Guide and Suggested Activities. 8 Coronet Sound Filmstrips #372.83 World of Work (purchase)
2. Display study prints #669 from OSMC so all details can be seen.		
3. Ask students to react to cartoon-type characters in an effort to help them develop an occupational awareness.	Teacher observation	
Other suggestions:		
The making of a scrapbook by each student of various occupations is helpful for the child to see the great range of workers in the world. The newspaper is a good source for pictures.		Newspaper, magazines
4. Read stories to the class from the Teacher Guide that accompanies Study Prints #669.	Teacher will evaluate students' written paragraph statement summarizing the main points of each story.	World of Work Our World of Work

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
IMMEDIATE ENVIRONMENT	Fourth Grade	E. History
	C **S**	1. Given a variety of materials relating to historical or contemporary events, the student will, as measured by appropriate testing: a. identify some famous people and tell what they did. b. name some great American events - both recent and historical. c. list in chronological order three or four of these events.
	S	2. Given a description of various conditions or events, the student will, as measured by appropriate testing: a. identify those which could bring about change. b. state probable causes for these changes. c. tell how man adapts to these changes.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Through the use of current newspaper articles, the students and teacher will discuss current famous people.	Observation of the bringing in of articles.	Historical Society of Michigan Films - Biography #563 Boyhood of Abe Lincoln
2. Play the game, Know Your America by Codico.	A student scorekeeper will record how well each team responds during the game.	#577 Boyhood of George Washington
3. Teacher will assist the students in the making of a Time Line, using the encyclopedia and other media reference books.	Submission of the Time Line	Media Kit #1961 Story of the Star Spangled Banner #1962 Story of the Liberty Bell #1963 Story of the Statue of Liberty 1964 Story of Mount Vernon Sets of encyclopedias Daily newspapers
4. Using the Actionkit, the teacher will set up a problem situation, i.e. how the living patterns of our forefathers influenced population centers as they exist today.	Teacher observation of how problems are solved and checking of student activity cards.	Actionkit

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
IMMEDIATE ENVIRONMENT	Fourth Grade	F. Economics
	C **S**	1. Given a description of a saleable item, the student will identify factors that affect its value, as measured by appropriate testing.
	C	2. Given a description of a state's resources and given a description of the needs of that state, the student will identify what seems to be important to that state on the basis of the needs it chooses to meet with its resources, as measured by appropriate testing.
		G. Formulating and Justifying Concepts
	S	1. Given an assortment of materials, words, and/or ideas about various topics, the student will, as measured by appropriate testing: a. group the items in at least three ways (formulating concepts). b. explain the reasons for the groupings (justifying concepts).
	S	2. Given a particular topic and/or question, the student will gather information on the topic and/or question from at least three sources, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. View film with class.		The History of Money 16 mm film. Free from the National Bank of Detroit.
2. Discuss the terms, barter, trade, etc., in determining the value of an item.	Student participation in class discussion.	
3. Show filmstrip #1043, Manufacturing in Michigan. This will help lead students into study of needs/resources of the state.		
4. Students will take notes for study guides.		
5. Form small groups for study reference.	Students will turn in a Michigan outline map on which they have shown some of our natural resources and products.	
6. Fill in a map showing where our resources can be found and products are made.		
1. Use the dittos from the Go packet for a grouping.	Checking of dittos	Scholastic Magazine Packet of dittos called GO in the Context Areas.
2. Explain the grouping.		
3. Working in small groups, present students with topic such as insects, letting them prepara a report gathering information from science books, encyclopedias newspapers, etc.	Teacher will evaluate the report according to the student's ability.	Filmstrip #1016 Classifying by Eye-Gate
Other Suggestions: Librarian will review various types of reference books. Speaker may come out from World Book Club Field trip to the Money Museum		N.B.D.'s downtown branc

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
IMMEDIATE ENVIRONMENT	Fourth Grade **S**	H. Making and Testing Generalizations 1. Given a set of pictures, experiences, and/or information about various topics, the student will, as measured by appropriate testing: a. identify what the items have in common. b. test the accuracy of the generalization on the basis of additional information.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Answer questions from packet of Go dittos relating to:		Scholastic Go packet of dittos
a. identifying what items have in common.	Checking and discussing dittos.	
b. testing the accuracy of generalization.		Oakland Schools Filmstrip #1015 Assumptions Eye-Gate
Other Suggestions:		Filmstrip #1014 Comparisons Eye-Gate
Have class make charts or dioramas showing modes of transportation or products of Michigan.		
Using magazines, posters or word lists have students group like objects as to: use, by size, species, color.		

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
HEALTH AND SAFETY	Fourth Grade	A. Mental Health

C
S

1. Feelings and Needs: Given an event or a description of an event, the student will, as measured by appropriate testing:

   a. identify the various feelings a person or persons involved in the event may have experienced.

   b. identify possible reasons for those inferred feelings.

   c. relate the event and those feelings to his own experiences.

2. Given a group health discussion situation, the student will demonstrate his awareness of his own responsibility for his personal health, as measured by appropriate testing.

C
S

3. Attitudes: Given an event, a picture of an event, or a description of an event, the student will, as measured by appropriate testing:

   a. identify attitudes a person or persons involved in the event may seem to have.

   b. identify possible sources of those attitudes.

   c. relate those attitudes to his own experiences.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. View filmstrip on Stage Three of Focus.		Oakland Schools Media Kit #2244 Stage One S.R.A. Focus on Self-Development Awareness (Stage One) Responding (Stage Two) Involvement (Stage Three) Each school should have all three stages.
2. Through discussion: a. identify with students, feelings of persons involved in an event. b. reasons for feelings. c. relate those feelings verbally or through skits to his own experience.	Teacher/student discussion and observation.	
3. Display study prints, Keeping Strong, is it Safe?	Students will write captions for Poster to demonstrate understanding of concepts presented in prints.	
4. Using the E.B. Media Kit Attitudes, the teacher will lead a question and answer period followed by: a. a story written by the class on the attitude a character may have in a given circumstance. b. each student will write the ending to an event in which his attitudes will be expressed.	Teacher will evaluate the creative writing according to the students' ability.	Media Kit #1601 Sp. Ed. EBE The Most Important Person "Attitudes."

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
HEALTH AND SAFETY	Fourth Grade	A. Mental Health (continued)
	C S	4. Values: Given an event, a picture of an event, or a description of an event, the student will, as measured by appropriate testing: a. identify the values the person or persons involved in the event may hold. b. identify possible sources of those values. c. relate those values to his own experiences.
		B. Physical Health
	C	1. Given a variety of materials, (pictures, books, experiences, information, etc.), of various health habits, the student will identify those habits which are or are not beneficial to his health and well-being and state reasons for his choices, as measured by appropriate testing.
		2. Given a group discussion situation, the student will demonstrate an ability to make decisions regarding drug usage, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
5. Through the use of the media kit, Watch Out, the students will: a. identify the values of persons involved. b. be encouraged to identify sources of value. c. relate to his own experience.	Students will act out situations presented in filmstrips.	S.P. #675 Set VI McGraw-Hill Learning to Learn "Keeping Strong, is it Safe?" Oakland Schools Media Kit #2203 Watch Out From the Learning Tree Oakland Schools
1. View film, You and Your Health. 2. Students will take notes for study guide. 3. Discussion of film led by teacher.	Students will turn in a booklet depicting "good and not so good" health habits demonstrating they have learned the concepts presented in the kit.	Oakland Schools You and Your Health Walt Disney
4. Using the media kit, the teacher will lead the class in discussion and activities.		Order from Encyclopedia Britannica Educ. Corp. #Series 6465
5. Students may write to the National Food & Drug Adm. for information, or make a collage of types of drugs sold over-the-counter.	Teacher will record and observe letters written and display the collage.	Filmstrip and cassettes/records - Drugs: Trick or Trop

Other Suggestions:
Make a list of drugs found in their own medicine cabinets.
Make a list of drugs advertised on T.V. for a period of a week.
Watch for programs like Consumer's Survival Kit on T.V. which discusses drugs and their uses.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
HEALTH AND SAFETY	Fourth Grade	C. Political Science
	C S	1. Given a rule or law, a student will identify, as measured by appropriate testing: a. how that rule or law contributes to the well-being of individuals and society in general. b. in what ways the rule or law might be changed to improve it. c. what the consequences of such change might be.
	C S	2. Given a description of the changing needs and values of a group or of a society, the student will identify how the rules and laws of that group or society change to accommodate the new needs and values, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Teacher will present the films.		Oakland Schools Film #467 My Government, U.S.A.
2. Students will depict a law and how it has changed with the times, either through a mural, poster or diorama.	Teacher will evaluate the students' work as to effort and how well they depicted the concepts learned.	Film #1200 Why We Have Laws Filmstrip #1444 State Government Filmstrip #1445 Local Government
3. Using, for example, the new traffic law regarding maximum mph due to energy consumption, students will do research in the media center, through newspapers and such.	Teacher will evaluate students' effort in research paper, according to ability.	

Other Suggestions:
New laws regarding advertising due to a change in social values can be checked out by writing to the National Association of Broadcasters - Code Authority. A policeman or member of local government might be able to speak on some changing laws.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
WORLD ENVIRNOMENT	Fourth Grade	A. Location Skills
		1. Given a globe and/or a variety of maps, the student will identify some generally known areas such as the United States, Michigan, the Atlantic Ocean, etc., as measured by appropriate testing.
		2. Given a globe and a map of the world, the student will identify the equator, tropics, continents, oceans, large islands, inlets, bays, peninsulas, rivers, etc., as measured by appropriate testing.
		B. Interpreting Maps and Globes
	C **S**	1. Given a map of the classroom, school, neighborhood, or state, the student will interpret the map, as measured by appropriate testing.
	C **S**	2. Given his local neighborhood, his school, and/or a classroom, the student will construct a simple map of that neighborhood, school, and/or classroom using cardinal directions, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. The teacher will direct the use of the Nystrom Int. Mobile Globe Skills Lab in which students will:		Oakland Schools Media Kit #2158 Map Mastery Tapes and booklets
a. work in small groups to learn the location of generally known areas through the use of models and media.	Students will demonstrate their ability to locate known areas by filling in student desk maps.	Student outline desk maps from Nystrom (each school should order)
b. use the Map Skills booklet to learn terms as peninsula, etc.	A test on matching terms and meanings may be given.	Map Skills Booklet from My Weekly Reader Xerox Corporation (need one for each child)
1. Using the Map Skills booklet, students will do activities in booklets	Students will use the self-check with map booklets.	The Nystrom Intermediate Mobile Globe Skills Library (should be ordered for each school)
a. interpreting the maps		
b. construct a simple map showing Cardinal directions.	Teacher will correct constructed maps.	Nystron's, The Where and Why Program

Other Suggestions:
Cut out and put together maps prove very challenging to the students.
Also, there are many games, such as U.S. Bingo that the students would enjoy.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
WORLD ENVIRONMENT	Fourth Grade	B. Interpreting Maps and Globes (continued)
		3. Given a map the student will identify some common map symbols, i.e., directions, rivers, capitols, etc., as measured by appropriate testing.
		4. Given a map with a scale of miles, the student will compute distances with the use of the scale, as measured by appropriate testing.
	S	5. Given a map and/or a globe, the student will make observations and judgments as to how the geographic conditions of a certain area might affect the lives of the people who live there, as measured by appropriate testing.
	S	6. Given a variety of common maps, the student will identify by name the types and/or varieties as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
2. Use of the Weekly Reader, My Skills Booklet, will give the students the opportunity to work on:	Teacher check book.	Oakland Schools Film #258 Maps are Fun Film #109 Maps and Their Uses Film #692 What is a Map?
a. computing distance		My Weekly Reader Map Booklets
b. make judgment regarding how geographic conditions affect the lives of people living there.	Teacher observation according to student ability.	
Other Suggestions: Obtaining road maps and planning imaginary trips. Putting up a map bulletin board and showing where each one has gone on a vacation.		Supply of various maps.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
WORLD ENVIRONMENT	Fourth Grade	C. Anthropology

1. Given a description of the behavior of persons, the student will state how social behavior is learned from different groups of people with whom he associates, as measured by appropriate testing.

C

2. Given a description of various social (cultural) behaviors, both individual and group, the student will identify the individuals or groups within that society or culture that may have affected those behaviors, as measured by appropriate testing.

3. Given information of persons who are both alike and different, the student will, as measured by appropriate testing:

   a. identify the similarities and differences.

   b. compare the similarities and differences with his own.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Teacher will use the media kit for a discussion of various life-styles, places and cultures in the world in order to make a class mural showing customs of the families of the students in the classroom.	Students will make a display involving the use of the mural.	Learning Tree Media Kit #2204 Other People, Places and Things Media Kit #64461, 1971 Six Families in the United States (order)
Other suggestions: Students may also bring in artifacts and items to demonstrate customs.		
A checklist, to be done by each student, as to whether the information shows similarities or differences between peoples of the world.	Teacher/student discussion of the checklist.	
Have a festival, typical of the area studied, where the students may dress up; bring in foods typical of the area along with music, dance and games of the area studied.		
A trip to the Children's Museum in Detroit or Cranbrook Institute would prove very beneficial.		

WORLD ENVIRONMENT

Fourth Grade

C. Anthropology (continued)

S

4. Given a description of a particular culture or sub-culture, the student will, as measured by appropriate testing:
   - a. identify similarities and differences between that culture or sub-culture and his own.
   - b. compare the similarities and differences with his own.

S

5. Given a description of a particular environment, the student will, as measured by appropriate testing:
   - a. identify ways in which man has adapted to that environment.
   - b. compare the similarities and differences with his own.

D. Ecology

1. Given a picture or description of a particular geographic condition, the student will identify effects those conditions may have on a person, a family, community or state as measured by appropriate testing.

S

2. Given an illustration or a verbal description of man's use or manipulation of the natural environment, the student will identify possible consequences, both positive and negative, of that use or manipulation, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
2. After viewing the film, Six Families in the United States, the students will prepare a listing of similarities and differences between the cultures presented.	Teacher/student discussion of the similarities and differences, listing as to why the items were placed in various lists.	Filmstrip #2204 Four Families by Learning Tree Oakland Schools Filmstrips/Special Ed.
1. Using the packet of materials from Consumer's Power on Ecology, the teacher and students will be able to identify the effects of geographic conditions on people. (Teacher's Resource Kit)	Pre and post-test included in the Teacher's Resource Packet.	Oakland Schools Filmstrip #774 Saving Our Land Filmstrip #1889 The Lorax
2. Teacher will read the Wump World, which will lead into: 1. Discussion by the group. 2. Posters, showing cause-effect situations. 3. Writing a paragraph to summarize the main idea of the book.	Teacher will evaluate the posters and written summaries based on the student's ability.	The Wump World by Bill Peet Each school library should have a Consumer's Power Catalogue of free and inexpensive materials as this provides an excellent source of Ecological materials on all grade levels.
Other suggestions: Students might want to write an original story after reading the Wump World		

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
WORLD ENVIRONMENT	Fourth Grade **S**	D. Ecology (continued) 3. Given an illustration or verbal description of man's basic needs, the student will, as measured by appropriate testing: a. state how these needs have been met through the interdependence of communities. b. state how these needs have been met through the use of his environment.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
3. After viewing the film The Lorax, each student will:		
1. Make a chart depicting a cycle such as a water cycle.	Teacher will display and check Cycle Charts.	
2. Students will do a brief research paper following through. For example, on Trees as to how they have helped man meet his basic needs.	Teacher will evaluate the students' efforts in research paper according to student ability.	A.J. Nystrom and Co. A Multi Media Ecology Program This program would have to be ordered #ENU-1000 #ENU-1050
Other suggestions: A trip to Cranbrook to view their Ecology Display. Speaker may be obtained from Consumer Power Co., or a speaker with filmstrips on the ABC's of Ecology from the Kids Can program.		
Art projects can be made from recycled materials such as jump ropes from bread wrappers, etc. Many fine suggestions can be found in the Boy Scout Magazine, Boys Life		

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
IMMEDIATE ENVIRONMENT	Fifth Grade	At the end of one year of fifth grade, the student will show an understanding of how he perceives himself, his family, his neighborhood, his community, his state, and his nation in relationship to the following topics:
		A. Taking Part in Group Discussions
	S	1. Given a group discussion situation, the student will demonstrate, as measured by appropriate testing, an ability to take part in the discussion by: a. presenting his own ideas. b. demonstrating a willingness to expand and clarify his ideas. c. listening to others. d. commenting on and building on the ideas of others.
		B. Taking Part in Group Activities
	S	1. Given a group activity situation and minimal adult supervision, the student will demonstrate, as measured by appropriate testing, an ability to take part in an activity by: a. helping to establish the purpose and/or nature of the activity. b. taking part in the activity. c. helping to plan the activity and carrying through to completion.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. View Exploring the Limits of the Law part one & two 2. Children take notes on the film, emphasizing what they think is most important. 3. Teacher will lead class discussion expanding children's ideas from filmstrips.	Teacher observation of participation of children encompassing small a-d. Factual test based on teacher/student discussion.	Exploring the Limits of the Law (part 1 and 2) Guidance Associates Harcourt, Brace & Javonovich, 1975 Oakland Schools Media Kit Rate 1
1. Review above filmstrip in small groups with the following goals: 2. Children prepare questions based on film for the rest of the class. 3. Discussion led by student and a student-made test. Other Suggestions: Field trip to West Bloomfield Court House. Guest speaker - local attorney, judge, policeman and/or city official.	Students will evaluate each other.	Same as above Suggested films Oakland Schools (Immediate Environment) The Big Yellow Bus #1404 The Blue Dashiki #1121 The Great Lakes Area #814 The Great Plains #815 Central Farming Region #813

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
IMMEDIATE ENVIRONMENT	Fifth Grade	C. Problem Solving

S

1. Given materials of an event, especially a national event, suggesting a problem, including social problems, the student will, as measured by appropriate testing:

   a. identify and describe the problem or problems.

   b. identify possible solutions to the problem or problems.

   c. suggest possible consequences of the proposed solutions.

D. World of Work

C

1. Given a list of individuals and local, state, and federal agencies, the student will identify the services provided by these individuals and agencies, and describe how they function, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. View filmstrip Benjamin Franklin		Benjamin Franklin Guidance Associates of Pleasantville, N.Y. Oakland Schools Media Kit #629 Rate 1
2. Class discussion emphasizing the social problems of the Revolutionary period.	Teacher evaluation of debate and essay.	
3. Using ideas derived from the filmstrip students will participate in a debate based on a problem of Revolutionary times.		Filmstrips The President #1440 The Congress #1441 The Federal Courts #1442 Executive Departments and Agencies #1443 Oakland Schools
4. Student will prepare a short story, essay, comparing a social problem of today with that of revolutionary times.		Regions of the U.S. Encyclopedia Britannica 1971 Oakland Schools Media Kit #761, Rate 1 Kit includes: The Northeast
1. View any of four listed filmstrips. The President, The Congress, The Federal Courts, Executive Depts. and Agencies.	Teacher observation of report based on the student's capability.	The South The Midwest The Great Plains The Interior West The Pacific West
2. Class discussion as filmstrip is shown.		
3. Students will take notes on one particular agency in small groups with further research to be done in the school media center.		
4. Small groups will present their findings to class.		

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
Social Studies IMMEDIATE ENVIRONMENT	Fifth Grade C S	D. World of Work (continued) 2. Given information about an individual or community, the student will identify the services needed by the individual or the community and where those services may be obtained, as measured by appropriate testing.

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INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
5. View filmstrips from regions of the U.S.		Same as above Regions of the U.S.
6. Teacher-led discussion of varying services within the different communities of the U.S.	Teacher observation of student participation.	
7. Class will evaluate some of the problems of the mid-west; compare them with those of their own hometown.		
8. Collect magazine and newspaper articles and photographs that illustrate the region, its events and its activities.		

Other Suggestions:
This kit lends itself to a large unit on the U.S. This could be developed by reports, research, map making, review history-emphasizing famous Americans.

Suggest field trip to Oakland County governmental agencies, Lansing, State Capitol and Senate and House of Reps.

Guest Speaker - State senator or State representative.

TOPIC | GRADE LEVEL | PERFORMANCE OBJECTIVES IN MEASURABLE TERMS

IMMEDIATE ENVIRONMENT

Fifth Grade

D. World of Work (continued)

C
S

3. Given a list of occupations, the student will, as measured by appropriate testing:

   a. place the occupations into appropriate occupational clusters.

   b. discuss general requirements for each occupation.

   c. state how he could fit into the general requirements.

C
S

4. Given a description of a particular occupation or occupational cluster, the student will identify ways in which that occupation or occupational cluster is related to other occupations, as measured by appropriate testing.

C
S

5. Given a description of a particular occupation, the student will identify, as measured by appropriate testing:

   a. possible means of obtaining information about the nature of that occupation.

   b. various approaches to and skills for applying for a job related to that occupation.

C
S

6. Given a description of a particular school activity or area of learning, either cognitive or affective, the student will identify the relationship between that activity or area of learning and possible vocational, avocational, or career pursuits, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
9. Filmstrips will be shown as an overview to unit on occupations. Teacher-led discussion.	Teacher will evaluate student's end result (panel discussion and project)	Regions of the U.S. Encyclopedia Britannica 1971 Oakland Schools Media Kit #761, Rate 1
10. Small groups formed by individual interests in specific occupations. Review filmstrip of their choice and take notes.	Students will evaluate their group members and themselves.	Wonderful World of Work Edu-Craft 6475 Dubois, Det. Series includes: Utilities, Distributive Occupations, Office Occupations, Natural Resources, Personal Services, Technical and Industrial, Home Economics, Health Services Oakland Schools Media Kit #315-319
11. Students will research their own occupation by: Media center facilities, writing to companies and businesses that pertain and interviewing parents that hold positions in the specific field.		
12. Students will compile the above information and present a panel-discussion to the class.		
13. Group project developing the aspects of the occupation they are presenting to the class.		
Other Suggestions:		
Guest speakers, people in the community with interesting occupations		
Field trip to closest technical school to see training other than professional.		

The above instructional methods, evaluatory methods and suggested resources can be used for the World of Work, D3, 4, 5 and 6.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
IMMEDIATE ENVIRONMENT	Fifth Grade	E. History
	C S	1. Given a variety of materials relating to historical or contemporary events, the student will, as measured by appropriate testing: a. identify some famous people and tell what they did. b. name some great American events. c. list in chronological order three or four of these events. d. identify several causes and effects from these events.
	S	2. Given a description of various conditions or events the student will, as measured by appropriate testing: a. identify those which could bring about change. b. state probable causes for these changes. c. tell how man adapts to these changes. d. identify how the changes may be effected. e. identify possible consequences of various changes.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. View filmstrip I'm the Man Who Built this Nation	Teacher evaluation according to child's ability.	Benjamin Franklin Guidance Association of Pleasantville, N.Y. Oakland Schools Media Kit #629, Rate 1
2. Teacher-led discussion - can be beginning of unit for any chronological period.	same as above	I'm the Man Who Built This Nation
3. Children pick out a biography of a famous American and list twenty important facts that cover (a-d) of the objective E,1.	Children evaluate each other by using a checklist of facts.	Oakland Schools Media Kit Includes: Paul Revere, Captain John Smith, Sitting Bull, Henry Ford, Fulbright, Roosevelt
4. Using the twenty facts, children may choose: a. puppet show b. filmmaking c. filmstrip making d. dramatization		School Media Center Encyclopedias Biographies, American History, filmstrips and tapes. History Films Oakland Schools The Battle of Bunker Hill #1408 Columbus and Isabella #1469 The Pilgrims #947 Lewis and Clark #1439
5. View filmstrips from Regions of the U.S. Can use any or all.	Factual test based on notes from filmstrip and class discussion.	Regions of the U.S. Encyclopedia Britanica, 1971 Oakland Schools #761, Rate 1
6. Take notes on filmstrip emphasizing changes that are characteristic to the region shown, followed by class discussion.		Wonderful World of Work Edu-Craft Oakland Schools Media Kit #315-319
7. Small group project can be diorama showing how man adapts to these changes.		Suggested films Oakland Schools Economics Fred Meets a Bank #531 Why We Use Money Story of a Check 1470 Supermarket Mixup 889
8. Creative writing of imaginery situation showing possible consequences of various changes.		

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
IMMEDIATE ENVIRONMENT	Fifth Grade	F. Economics
	C S	1. Given a description of a saleable item, the student will identify factors that affect its value, as measured by appropriate testing.
	S	2. Given a description of consumer actions and/or choices, the student will identify ways these actions and/or choices may affect the producer's product, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. View filmstrip Distributive Occupations, Getting Goods to Users	Teacher evaluation of discussion participation.	
2. Discussion led by teacher of above filmstrip.	Self-evaluation according to success of sale.	
3. Create a producer, consumer situation: Make products using their own resources. Survey for demand Advertise Sell products to schoolmates Other Suggestions: Field trip to local retail and wholesale establishment. Guest speaker - parent who owns retail store or anyone in the business world.		

The above instructional methods, evaluator methods can be used for the Economics section, F1, 2 and 3.

TOPIC | GRADE LEVEL | PERFORMANCE OBJECTIVES IN MEASURABLE TERMS

IMMEDIATE ENVIRONMENT

Fifth Grade

F. Economics (continued)

3. Given a description of a person's resources, or the resources of a family or a community, and given a description of the needs of that person, family, or community, the student will identify what seems to be important to that person, family or community on the basis of the needs they choose to meet in the basis of their resources, as measured by appropriate testing.

G. Formulating and Justifying Concepts

S

1. Given an assortment of materials, words, and/or ideas about various topics, the student will, as measured by appropriate testing:

   a. group the items in at least three ways (formulating concepts).

   b. explain the reasons for the groupings (justifying concepts).

S

2. Given a particular topic and/or question, the student will, as measured by appropriate testing:

   a. gather information on the topic and/or question from at least three sources.

   b. compare the information gathered.

   c. evaluate the quality of the sources of information.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
(Same as F 1, 2 and 3)		
1. View Westward Migration and America Comes of Age P.1.		Westward Migration Oakland Schools Media Kit #47 Includes: Into the Southwest, The Oregon Country, The Gold Rush, Three Routes to Eldorado
2. Teacher-led discussion as filmstrips are shown.		
3. Example: How Gold Rush affected history of the West. How it affected the history of the United States. How it affected the transcontinental Railroad of 1869.	Students write an essay which teacher evaluates keeping criteria in mind. (See G 1, a.b.)	America Comes of Age 1870-1917 Part I, Railroads West. Oakland Schools Media Kit #2310 Includes: The Golden Spike Iron Horse End of the Wild West
4. Students pick a topic such as: Gold Rush, Iron Horse, End of Wild West, Oregon Country, etc.		
5. Students will gather information, views and take notes on individual F.S. and use media center for two or more of the above sources.		
6. Students will make a bibliography and rate sources.	Teacher evaluation of the finished product.	

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
IMMEDIATE ENVIRONMENT	Fifth Grade S	H. Making and Testing Generalizations

1. Given a set of pictures, experiences, and/or information about various topics, the student will, as measured by appropriate testing:

    a. identify what the items have in common.

    b. test the accuracy of the generalization on the basis of additional information.

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INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. View filmstrip *Westward Migration* and *America Comes of Age*.		Oakland Schools Media Kit #47
2. Students are to make a chart comparing at least three phases of Westward Migration.	Individual conference to go over the chart.	

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
HEALTH AND SAFETY	Fifth Grade	A. Mental Health
	C S	1. Feelings and Needs: Given an event, a picture of an event, or a description of an event, the student will, as measured by appropriate testing: a. identify the various feelings a person or persons involved in the event may have experienced. b. identify the possible reasons for those inferred feelings. c. relate the event and those feelings to his own experiences. d. identify possible future behaviors that may occur because of those feelings.
		2. Given a group health discussion situation, the student will demonstrate his awareness of his own responsibility for his personal health, as measured by appropriate testing.
	C S	3. Attitudes: Given an event, a picture of an event, or a description of an event, the student will, as measured by appropriate testing: a. identify attitudes a person or persons involved in the event may seem to have. b. identify possible sources of those attitudes. c. relate those attitudes to his own experiences.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
(All of the following can be used for Mental Health, 1, 2, 3 and 4)		
1. View Brothers, Sisters, Feelings and You or Drugs and Our Society		Brothers, Sisters, Feelings and You Guidance Association, Harcourt Brace, 1975 Oakland Schools Media Kit Rate 1
2. Pick out situations from the filmstrip and encourage small-group discussion. Encourage students to express attitudes and values, but not to pass judgment.		Drugs and Our Society Singer, SVE Oakland Schools Media Kit #481 Rate 1
3. Role-playing could be a personal situation.	Teacher evaluation of student participation.	Suggested Films Oakland Schools Mental Health Ways to Settle Disputes #164 What to do About Upset Feelings #166 My Turtle Died Today #987
4. Teacher-created situations for the children to discuss and act out or work out through discussion.		
Examples: Fight on playground; not invited to a party; losing the school championship. Can work out answers in small groups and explain solution to class.		

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
HEALTH AND SAFETY	Fifth Grade	A. Mental Health (continued) 3. Attitudes (continued): d. identify possible future behaviors which may occur because of these attitudes.
	C S	4. Values: Given an event, a picture of an event, or a description of an event, the student will, as measured by appropriate testing: a. identify the values the person or persons involved in the event may hold. b. identify possible sources of those values. c. relate those values to his own experiences. d. identify possible future behaviors that may occur because of those values.
		B. Physical Health
	C	1. Given a variety of materials (pictures, books, experiences, information, etc.) of various health habits, the student will identify those habits which are or are not beneficial to his health and well being and state reasons for his choice as measured by appropriate testing.
		2. Given a group discussion situation, the student will demonstrate an ability to make decisions regarding drug usage, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
A 3 and 4, the same as A 1 and 2.		
1. View Drugs and our Society, all six filmstrips. 2. Teacher–led discussion. 3. Collect articles from magazines and newspapers dealing with health and drugs. 4. West Bloomfield Police will come to class and discuss the drug problem within our community.	Teacher observation of group discussion.	Drugs and Our Society Singer, SVE Oakland Schools Media Kit #481 Rate 1 Kit includes: Tobacco, Alcohol, LSD, Marijuana, Narcotics, RX Not for Kicks Oakland Schools Physical Health A Community Keeps Healthy #147 Danger Poison #1532

OPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
HEALTH AND SAFETY	Fifth Grade	C. Political Science
	C S	1. Given a rule or law, a student will identify, as measured by appropriate testing: a. how that rule or law contributes to the well being of individuals and society in general. b. in what ways the rule or law might be changed to improve it. c. what the consequences of such change might be.
	C S	2. Given a description of the changing needs and values of a group or of a society, the student will identify how the rules and laws of that group or society change to accommodate the new needs and values, as measured by appropriate testing.
	C S	3. Given a description of a particular social system, the student will identify those groups or forces within that system that affect its rules and laws, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. View Exploring the Limits of the Law Part 1 and 2.	Teacher observation of discussion.	Exploring the Limits of the Law/Guidance Association Harcourt Brace, 1975 Oakland Schools Media Kit Rate 1
2. Use a school situation to show how law contributes to the well-being of the child's own society.		Media Kit #1182 America the Melting Pot Current Affairs Films The Detroit News New Goals for Black America
3. Class discussion		
4. Creative writing - a situation where no law exists and the consequences of such a situation. Could be followed up by role-playing or dramatization.	Teacher observation of creative writing. Read the articles to the class, discuss and evaluate by class.	Filmstrips: The President 1440 The Congress 1441 The Federal Courts 1442 Executive Department and Agencies 1443 Oakland Schools Filmstrips
5. Use current events to show the problems of riots and lawlessness. (Display articles on bulletin board)		Suggested Film Oakland Schools Why We Have Laws 1200
6. View New Goals for Black America and America the Melting Pot		
7. Teacher-led discussion.		
8. Study and research of famous Black Americans-prepare oral presentation.		
9. Write a report on changes in black community. Example: Slavery, Civil War, Civil Rights, rioting.	Evaluation by essay test based on ideas developed in discussion.	
10. Small-group panel discussion of the different segments of our society.		

Other Suggestions: A field trip through the city of Detroit.
Guest Speakers/Black person with professional background.
Guest/Grandparent - immigrant to this country.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
WORLD ENVIRONMENT	Fifth Grade	A. Location Skills 1. Given a globe and a map of the world, the student will identify the equator, tropics, continents, oceans, large islands, inlets, bays, peninsulas, rivers, etc., as measured by appropriate testing. 2. Given a highway map, the student will locate places by the number and key system and plan a trip using distances, directions, and locations, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Duplicate pages from first half of Miliken and place into booklet form to use as text.		Maps Unfold the World G4-6, Miliken (part 1 & 2) Exploring the World of Maps National Georgraphic
2. Use actual globes to reinforce concepts - find all locations on the globe when using duplicated sheets.	Give child a blank map and have him place on it the terms you have emphasized. (Equator, tropics, continents, oceans, etc.)	Oakland Schools Media Kit #1417-Special Ed. Globe, Map and Atlas Library Filmstrip Century, Witchita, Kansas
3. After learning to identify such areas as continents, oceans, large islands, etc., have children write the names of places which are examples of the map and globe terms, referring to the maps or globes.	Teacher observation	Oakland Schools Media Kit #22 Recommend purchase of: Map and Globe Study Skills Program Intermediate Globe Skills Lab Map Skills Lab Nystrom
4. Using a highway map of Mich. have children locate such cities as Flint, Saginaw and Grand Rapids.	Teacher observation Give students a map of another state and have them compute the distance from one city to another; find a strange city or plan a proposed trip.	Resource at schools: Wall maps Atlas Highway map of Michigan
5. Plan an imaginery trip from Detroit to Manistique. Give mileage, roads used and directions travelled.		Globes Map and Globe Skills Kit SRA (Doherty School)
6. Have students compare trip by car with trip by air, (distance mileage) from Detroit to Traverse City.		Suggested Films: Oakland Schools What is a Map? 692 Language of Maps 1044 Map Skills 498
7. If taking a local field trip, have children find route on Mich. map; compute distance; locate your destination and give directions.		

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
WORLD ENVIRONMENT	Fifth Grade	A. Location Skills (continued) 3. Given an atlas the student will locate a place by its use, as measured by appropriate testing. 4. Given a map or globe of the United States, the student will be able to identify the time zones, as measured by appropriate testing. 5. Given a globe, the student will compute time problems of international travel, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
8. Small groups using an Atlas find the following: a. area with greatest rainfall in U.S. b. heaviest population c. lowest elevation d. tropical climate	Evaluation by factual test using Atlas	

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
WORLD ENVIRONMENT	Fifth Grade	B. Interpreting Maps and Globes
	C	1. Given a map the student will interpret intermediate directions, as measured by appropriate testing.
	C **S**	2. Given a variety of common maps, the student will identify by name the types and/or varieties, as measured by appropriate testing.
	C **S**	3. Given a map and/or globe, the student will interpret it by use of the key, as measured by appropriate testing.
	C	4. Given a map with a scale of miles the student will compute distances with the use of the scale, as measured by appropriate testing.
	C **S**	5. Given a map and/or a globe, the student will make observations and judgments as to how the geographic conditions of a certain area might affect the lives of the people who live there, as measured by appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Duplicate pages of part 2 of Miliken resource and place into booklet form to use as text.		Part 2, G 4-6 Milliken
2. Use actual wall maps in the school to reinforce map types. Political maps, topographical, etc. Use these maps to show rainfall, land elevation, population and to compute distances.		Maps Unfold the World
3. Children draw an imaginery country. Can make overlays to show population, then elevation, climate, etc.	Teacher check maps.	
4. Have children draw map to scale and compute distances from one imaginery city to another.	Teacher observation of maps, according to student ability.	
5. Give students a map of Australia and have them answer the following: Where do most of the people live? What two cities are located in the southeast? Compute the distance between Brisbane and Adelaide. In what state is the desert of Australia? Why is the population of the Northern Territory so low?	Teacher evaluation of student answers.	

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
WORLD ENVIRONMENT	Fifth Grade	C. Anthropology

1. Given a description of the behavior of persons, the student will state how social behavior is learned from different groups of people with whom he associates, as measured by appropriate testing.

C

S

2. Given a description of various social (cultural) behaviors, both individual and group, the student will identify the individuals or groups within that society or culture that may have affected those behaviors and the organizational structure of that society or culture, as measured by appropriate testing.

3. Given pictures of persons who are both alike and different, or descriptions of such persons, the student will, as measured by appropriate testing:

   a. identify the similarities and differences.

   b. identify reasons for the similarities and differences.

   c. identify ways that these people have adapted their biological inheritance to their environment.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
[illegible]. Teacher-led discussion on people in their own community that are of a particular ethnic or racial group. Ask: What proportion of the population in their community appear not to identify with any particular group? Why? Do such individuals believe they have a wholly American identity?	Teacher observation	America the Melting Pot Myth or Reality Current Affairs film The Detroit News Oakland Schools Media Kit 1182 Regions of the U.S. Encyclopedia Britannica 1971 Oakland Schools Media Kit 761 Suggested Films: Oakland Schools Anthropology USSR A Soviet Citizen 792 Poland and its People 802 Southeast Asia Family 667 The Hopi Indian 259 Mexican Boy 432
2. Children with the aid of a dictionary define the following terms: Melting pot, cultural pluralism, cultural heritage, cheap labor, mainstream of American life and parochial schools.	After viewing and discussion, quiz class on terms.	
3. View filmstrip America the Melting Pot, Myth or Reality		
4. Teacher-led discussion relating discussion to 1 & 2		
5. Small group to form a panel to discuss the two opinions advanced in frame 58 through 63. Discussion question is: Is it in America's best interest to become a genuine melting pot?	Teacher observation. This will be difficult and as always child's capabilities should be considered.	

The above instructional methods, evaluatory methods and resources can be used for C 1-5.

WORLD ENVIRONMENT

Fifth Grade

C. Anthropology (continued)

S

4. Given a description of a pluralistic society, the student will identify, as measured by appropriate testing:

   a. some of the groups, particularly ethnic, racial, and religious groups, that are a part of a society.

   b. how the various groups are alike and different.

S

5. Given a description of some of the groups, particularly ethnic, racial and religious groups, that may be a part of a pluralistic society, the student will identify, as measured by appropriate testing:

   a. the role such groups have played in that society.

   b. some problems of prejudice and discrimination that may exist in terms of these groups.

   c. some possible means of overcoming problems of prejudice and discrimination.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Teacher-led discussion on people in their own community that are of a particular ethnic or racial group. Ask: What proportion of the population in their community appear not to identify with any particular group? Why? Do such individuals believe they have a wholly American identity?	Teacher observation	America the Melting Pot Myth or Reality Current Affairs film The Detroit News Oakland Schools Media Kit 1182 Regions of the U.S. Encyclopedia Britannica 1971 Oakland Schools Media Kit 761 Suggested Films: Oakland Schools Anthropology USSR A Soviet Citizen 792 Poland and its People 802 Southeast Asia Family 667 The Hopi Indian 259 Mexican Boy 432
2. Children with the aid of a dictionary define the following terms: Melting pot, cultural pluralism, cultural heritage, cheap labor, mainstream of American life and parochial schools.	After viewing and discussion, quiz class on terms.	
3. View filmstrip America the Melting Pot, Myth or Reality		
4. Teacher-led discussion relating discussion to 1 & 2		
5. Small group to form a panel to discuss the two opinions advanced in frame 58 through 63. Discussion question is: Is it in America's best interest to become a genuine melting pot?	Teacher observation. This will be difficult and as always child's capabilities should be considered.	

The above instructional methods, evaluatory methods and resources can be used for C 1-5.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
WORLD ENVIRONMENT	Fifth Grade	D. Ecology
		1. Given an illustration or a verbal description of the natural environment, the student will identify how man's basic needs have been met through the use or manipulation of the environment, as measured by appropriate testing.
	S	2. Given an illustration or a verbal description of man's use or manipulation of the natural environment, the student will identify possible consequences, both positive and negative, of that use or manipulation, as measured by appropriate testing.
	S	3. Given an illustration or verbal description of man's basic needs, the student will, as measured by appropriate testing: a. state how these needs have been met through the interdependence of communities. b. state how these needs have been met through the use of his environment. c. tell ways in which man has changed his surroundings in order to make use of natural resources.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. View *Can Man and Nature Co-Exist?* or *Our Polluted World The Price of Progress*	Teacher observation of pupil participation in note-taking and class discussion.	Regions of the U.S. Encyclopedia Britannica Media Kit 761
2. Children should take notes on films.		Suggest purchase of: *Multi-Media Ecology Program* Nystrom
3. Teacher-led discussion.		
4. Discussion of community pollution problems.		Ecology, *Can Man and Nature Co-Exist?*
5. Make a chart of causes and effects of local pollution. Group discussion of possible remedies. Take photos of local problems.		*Our Polluted World-The Price of Progress* The Detroit News 1970 Oakland Schools Media Kit 1773
6. Invite a local official to address the class on the impact of pollution on health and the "quality of life."		Environmental Crisis *What the Individual Can Do* Oakland Schools Media Kit 555 (NEA Washington, D.C. 1970)
Research and note-taking on pollution problems. Media center facilities, magazines, newspapers.	Teacher evaluation of projects and research. Also, students evaluate group members.	*Man and His Environment* NEA, 1970 Oakland Schools Media Kit 551
8. Individual or small-group projects based on notes, such as: a. Mural b. Write a book c. Creative writing - poetry, songs, plays d. Pollution notebook including magazine articles and pictures e. Diorama showing ecological problems and solutions f. Create inventions to cure pollution.		

RATIONALE - WEST BLOOMFIELD SCHOOLS SOCIAL STUDIES CURRICULUM 6-8

When students move from the elementary school to the middle school, they continue undergoing significant and rapid changes. As such, the social studies curriculum must also undergo certain changes.

Many of the elementary skills and concepts continue and are reinforced at the middle school level, but the subject matter begins to form around the more traditional social science bodies of knowledge. The sixth-grade program focuses on the cultural world (Western Civilization). The seventh grade focuses on economics and urban studies. The eighth grade focuses on the political world (American History).

Hence, the change from elementary to middle school is one of subject emphasis and organization, while the major skills and concepts remain intact.

These four broad areas seem particularly suited to the middle school because each represents an area of significance (present and future) for students to explore as they begin their long reach toward adult maturity. In turn, the four areas represent a solid foundation upon which to build when they enter high school social studies programs.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
CULTURAL WORLD	6	A. Given the Ten Basic Cultural Components * and given a culture, the students will identify these components in relationship to the given culture. * Food Shelter Clothing Tools Music and Dance Arts and Crafts Beliefs Social Order Norms of Behavior Child Raising

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Discuss the Ten Basic Cultural Components.	Teacher observation	The Social Sciences - Harcourt-Brace-Jovanovich: Man in Groups Man as a Policy Maker Man's Changing Culture Man as Group Member Man as Individual Man's Attitudes
2. The class will choose a culture and identify each component.	Teacher observation	
3. Students select a culture and using research material, the student will write the ten cultural components.	Teacher evaluates the completed report.	

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
CULTURAL WORLD	6 CS CS	B. Given a description of two or more cultures or sub-cultures, the student will: 1. Identify some of the ways in which the two may differ or be alike and 2. Suggest possible reasons for the similarities and differences.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Present material		
a. selected readings		Time-Life Books
b. filmstrip		The Social Sciences
c. films		Concepts and Values
d. cassette story		Harcourt-Brace Jovanovich
e. transparencies		
f. slides		Games on hand in local media center
2. Small and whole-group discussion	Teacher observation	U. of M. films catalogue
3. Role-playing		Middle school media
4. Gaming		Man in His Environment 7 volumes
5. Individual research projects	Teacher evaluation of completed projects	The Social Sciences Concepts and Values Harcourt-Brace
6. Essays	Teacher evaluation	
7. Keep a notebook	Teacher evaluation	

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
CULTURAL WORLD	6	C. Given resource maps, globes, atlases, and related reference books, students will:
	S	1. Collect geographical information (natural resources, climate, water, etc.) about a given culture
		and
	S	2. Show the relationship of these factors to the human activities within that culture.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Students will do group work on globes:		All globes are available in the schools.
a. identify land masses, oceans, individual land forms, lines of latitude and longitude and time zones.		Books: Learning to Use A Globe Set 1 and 2. Ewing and Seibel, A.J. Nystrom Co., Chicago, Ill.
b. use map ditto sheets for individual work.	Teacher evaluation of ditto sheets.	Fun With Maps, Ewing and Smith, A.J. Nystrom Co.
2. Students will view map filmstrip kits: a. teacher discussion; students take notes.	Teacher observation	Rand McNally Classroom Atlas revised, indexed 1973, Rand Mc-Nally, Chicago, Ill. Practicing Map Skills, 1930 The Instructo Corp., Paoli, Pa., (duplicator book)
3. Students will view map films: a. teacher discussion; students take notes.		Oakland Schools Media Catalogue Filmstrips: "Maps and Map Projections" 381
4. Students will make a creative map: a. life story b. fairy tale c. make-believe land d. underwater e. your town or community f. a dream g. adventure(pioneer, astronaut)	Evaluate on accuracy and creativity.	"Gloves: Our Most Accurate Maps 301 "Maps: Symbols and Terms" 300 "Maps: Their Types and Uses" 302 "Latitude and Longitude: Finding Places and Directions" 303 "Latitude and Longitude: Time Zones and Climate" 304 "Types of Maps" 654 "Map Making" 655
5. Predict life of people given a set of variables: a. latitude and longitude b. nearness to water c. ocean currents d. mountains e. climate	Teacher evaluation	"What is a Map? What is a Globe" 650 "Finding Locations and Distances on a Map" 651 "Measuring our World: Maps Show us Where" 831
6. Make a dictionary of geographic terms.		

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
7. Students will play "What am I?" game. Example: I am a piece of land. I could be large or small. I am completely surrounded by water. What am I?	Teacher observation	Oakland Schools Media Catalogue: Media Kits "Introduction to the Uses of Gloves, Maps and Atlas" 22 "Introducing Maps and Gloves" 1200 Films: "Maps and Their Uses" 109 "Maps are Fun" 258 "Map Skills: Using Different Maps Together" 498 "Introducing Globes" 658 "What is a Map?" 692 "The Language of Maps" 1044 U. of M. Film Catalogue: "Climate and the World We Live In" "Introducing Globes" "Impossible Map" OLMS Media Center: "Maps, Globes and Graphs" filmstrip Sound filmstrips: "Maps and How to Read Them" "The Message of Maps" "Using Maps" "The Round Earth on Flat Paper" "Surveying the Earth" "The Making of Maps"

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
CULTURAL WORLD	6	D. Given a description of an early culture, students will identify man's early beginnings and his close relationship to his environment.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
. Show "Evolution of Man" (transparencies): a. students will be able to understand how the physical environment affects the physical characteristics of man.	Factual test taken from teacher/student discussion.	U. of M. Film Catalogue: "Color of Man' "What Color are You?" Oakland Schools Media Center: Film - "Archaeology: Pursuit of Man's Past" 1563 "Game of Dig" (see Resource Book of Games)
2. Show films "Color of Man" and "Evolution of Man": a. students will take notes for study guides. b. film discussion led by teacher.	Students will write a paragraph statement summarizing the main points of the two films. Teacher will evaluate the statements.	OLMS Media Center: "What is Anthropology?" Paperbacks (Social Studies School Services, 10000 Culver Blvd., P.O. Box 802, Culver City, California) How Man Became and Digging into the Past
3. Simulate an Archaeological find using the game "Dig." a. students will collect artifacts as clues, students will make conclusions about the culture.	Students will evaluate their group members and themselves.	Teacher Resource: Early Man (Time-Life Books)
4. Show the film, "Archaeology: Pursuit of Man's Past": a. film discussion led by teacher. b. students will do research in the media center on a specific archaeological find such as: Olduvai George, King Tut's Tomb.	Teacher will evaluate student's effort in research paper according to ability.	

Exceptional students could be encouraged to explore and expand this subject in more detail:

1. Further reading in depth of an area of the student's choice.
2. Could do a genetic research paper as a combined social studies-science project.

5. Field Trip suggestion: Detroit institute of Arts.

6. Guest lecturer may be contacted from a nearby university.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
CULTURAL WORLD	6	E. Given a description of a culture, the student will identify and compare the contributions of this culture to present society. This objective shall be used for the following: Sumer Egypt Greece Rome Medieval Times Renaissance

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
Sumer		
1. Show film "Rivers of Time (Sumer)		U. of M. Film: "Rivers of Time" "Ancient Mesopotamia"
2. Teacher/student discussion on "What makes man civilized?"	Teacher observation	"Pink Pebbles" - Simulation game.
3. Students construct "hands-on" materials such as buildings, dictionaries, newsletters, games, puzzles, homes, pageants, ancient writing (see resource suggestions).	Teacher evaluation	Duplicator books: Sumer and Babylonia, Milliken Ancient History and the Middle Ages, Ideal Pub. Co. Coloring Books (Sumer)
4. Read Man in Culture, pages 4-16. List the common components of culture, page 17.		OLMS Media Center: filmstrips "River Cultures: Mesopotamia" "Our Heritage from the Past" "Daily Life in the Ancient World" "How Children Lived in Ancient Times" "Art of the Near East" (sound)
5. Complete a comprehensive Sumerian notebook.	Notebook prepared by each student will be evaluated by the teacher.	
6. Play simulation game "Pink Pebbles"		Cuneiform and Pictorgraph models.
Exceptional students could:		The Social Sciences: Concepts and Values - Man's Changing Cultures and Man in Culture, Harcourt-Brace, 1972
1. Make a clay tablet using Cuneiform writing.		
2. Create an animated cartoon (mini-class) showing the lost civilization of Sumer.		Teacher's Resource - Cradle of Civilization and The First Farmers - Time-Life Books.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
Egypt		
1. Show the movie "Ancient Egypt (The Sun and the River)".		U. of M. Films: "Egyptologists" "Ancient Egypt: The Sun and the River" "Ancient Egyptian"
2. Select ditto worksheets from Ancient History and the Middle Ages.	Students will complete a factual test covering ancient Egyptian civilization. Teacher will evaluate.	Oakland Schools Media Center: "Of Cats and Men" - film
3. Use transparencies from Ancient Egypt duplicator book.		Duplicator books: Ancient Egypt, Milliken Ancient History and the Middle Ages, Ideal Egypt, Instructo
4. Show filmstrip "River Cultures: Egypt."	Area interest project. Example: clothing, architecture, writing, etc.	
5. Teacher will guide the students in locating and identifying the cultural components of this culture and put the material into notebook form.	Teacher evaluation.	OLMS Media Center: Filmstrips: "River Cultures, Egypt" "People of Other Days" "Daily Life in the Ancient World" "How Children Lived in Ancient Times" Our Heritage from the Past" "Art of Ancient Egypt" (sound)
Exceptional students can:		Coloring Books: Belephron, California (Egypt)
1. Prepare a mural using hyroglyphics.		Paperbacks - Social Studies School Service: Ancient Egypt, Digging into the Past, Who's Who in the Ancient World, Mummies, The Archeology of Ancient Egypt
2. Student-made slides showing life in Ancient Egypt (architecture, scientists, political system, etc.).		Teacher's Resource - Egypt, Time-Life Books

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
Greece		
1. Present an overview of Greek culture using Milliken duplicating books: Greece - The Hellenic Age, Greece - The Hellenistic Age.		U. of M. Films: "Athens; The Golden Age" "Greek Myths" "The Death of Socrates" "Aristotle and the Scientific Method" "Triumph of Alexander the Great'
2. Select ditto activity sheets from Ancient History and the Middle Ages.	Teacher will evaluate ditto worksheets.	Oakland Schools Media Center: Filmstrips: "Ancient Civilizations: Hellenic Greece - Hellenistic Greece" "Greek Civilization" "Greek and Roman Sports" "Myths and Legends of Ancient Greece" "People of Other Days" "Our Heritage from the Past" Daily Life in the Ancient World" How Children Lived in Ancient Times" "Art of Ancient Greece" (sound)
3. Present all aspects of Greek culture through suggested materials listed in resource suggestions.		
4. Culminating Activity: Students debate the merits of Athenian and Spartan way of life.	Teacher will evaluate student's written debate material and oral presentation.	Paperbacks - Social Studies School Service: Who's Who in the Ancient World
5. Groups will present in role-playing, some aspect of Greek life: Children's games, schools, death of Socrates, political system, life in Sparta.	Factual test over all aspects of Greek civilization.	Duplicator Books: Greece, Instructo; Classical Greece, Milliken (1 and 2); Ancient History & and Middle Ages, Idea.
Exceptional students can: 1. Research Aristotle and the Scientific Method. 2. Write a play about Greek life. This could include home life, political life, etc.		Teacher's Resources - Classical Greece, Time-Life Books

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
Rome		
1. Using transparency from the Milliken Rome book, students will complete a free-hand map of Ancient Rome and the Empire territories.		U. of M. Films: "Life in Ancient Rome: The Family" "Assassination of Julius Caesar" "Ancient Rome" "Roman Wall (Hadrian)
2. Students will make picture-strip history on Rome (Ancient History and the Middle Ages - Ideal).		Duplicating books: Ancient History and the Middle Ages (Ideal) Rome I and II (Milliken)
3. Continue with additional activities in Ideal book such as number system, engineering, architecture, writing, amusements, daily life, etc.	Students will be evaluated on their contributions to the discussions on the Fall of the Roman Empire.	OLMS Media Center: Filmstrips: "Roman History" "Slaves in Ancient Rome" "Religion in Roman Life" "Roman Republic" "Our Heritage from the Past" "Daily Life in the Ancient World" "how Children Lived in Ancient Times" "Greek and Roman Sports" "Roman Civilization" "Roman Republic" "Architecture: Past and Present" "Art of Ancient Rome" (sound)
4. Use audio-visual materials and research material to cover all aspects of Roman civilization.	Short research paper on individual interest area. Students will use class notes, media center, and class discussion for sources.	
5. Students will keep daily activity notebook. Personal interest areas will be included.	Teacher will evaluate research paper.	Paperback books - Social Studies School Service: Ancient Rome, The Roman Army, Who's Who in the Ancient World, Those About to Die, Greece and Rome
6. In small group discussions, students will discuss: - Why the Roman Empire fell. - Comparisons between Roman Empire and present-day U.S. - Groups present their conclusions to class.		Teacher's resource - Rome and Imperial Rome Time-Life Books

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
Medieval Times		
1. Prepare students for the transition of the Fall of the Roman Empire to the period of the Middle Ages:		U. of M. Films: "Vikings - Life and Conquest" "Life in a Medieval Town" "Meaning of Feudalism" "Medieval Crusades" "Medieval Castles" "Medieval Guilds" "Medieval Knights" "Medieval Manor" "Medieval Mind (inventions)" "Christianity in World History" "Magna-Carta-part 1 and 2"
Show filmstrip of People of Other Days	Students will role-play an entire Medieval Manor and be evaluated according to their participation.	
2. Discuss Barbarian groups of Europe and Asia Complete a map showing migrations of these groups. Discuss impact on the civilized world. 3. The student will study all of the aspects of life during the Middle Ages.		Oakland Schools Media Center: "The Crusades" "Feudalism" "Culture of Medieval Europe" "Role of the Church in the Middle Ages" "The Peasants Revolt" "Medieval Times: Guilds and Trades" "Medieval Times: Role of the Church" "Medieval Times: The Crusades" "Middle Ages: Culture of Medieval Europe" "Middle Ages: Rise of Feudalism"
4. Teacher will select appropriate ditto sheets for student work in the Ideal book Ancient History and the Middle Ages. Teacher will lay a basic foundation of knowledge of the Middle Ages with the Milliken book Medieval Period 1 and 2.	Essay test will be given covering main areas of Medeival life (notes used)	OLMS Media Center: Filmstrips: "The Crusades" "The Middle Ages" "The History of Music" "A Mirror of Medieval History" "People of Other Days: Part 2" "Looking into History" "A Closer Look into History" "heraldry: The Shorthand of History" "How Children Lived in Ancient Times" "Our Heritage from the Past"

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
5. Do an art project: medieval banners coats of arms architecture music, etc.	Teacher evaluates the completed projects	Duplicating books: Medieval Period 1 and 2, Milliken Ancient History and the Middle Ages, Ideal
6. Using the Man as Policy Maker book, students will read about the political and class systems of the Middle Ages (see resources)		Paperbacks - Social Studies Service: Barbarians, Christians and Muslims The Middle Ages The Black Death Joan of Arc Magna Carta Who's Who in the Ancient World Death in the Middle Ages Life in the Age of Charlemagne Life in a Medieval City The Middle Ages
Exceptional students can: 1. Organize a Feudal Manor - delegate authority roles - plan a crusade to the Holy Land 2. Research the influence of the church in Medieval Times		Concepts and Values - Man as Policy Maker (Harcourt-Brace)
		Teacher's Resource - Time Life Books: Barbarian Europe Age of Faith Byzantium The Reformation The Dark Ages

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
Renaissance 1. Use audio-visual material and research material to explore all aspects of the Renaissance period. 2. Students will select an important person of the Renaissance period and research their contribution to that age. 3. Students will be encouraged to complete "Hands on" projects related to the Renaissance period. 4. Play game "Who's Who in the Renaissance." Exceptional students can: 1. Trace the route of an early explorer and tell of the influences his explorations had on lands he claimed for his country. 2. Prepare a comprehensive notebook on the art and artists of the Renaissance.	Daily work will be evaluated by the teacher. Hands-on projects will be evaluated by the teacher.	U. of M. Films: "Age of Discovery, part 1 & 2" "Boy of Renaissance Italy" "Christopher Columbus" "Elizabeth: The Queen who Shaped the Age" "Renaissance" "Sir Francis Drake: Rise of English Sea Power" "Sir Francis Drake's Life and Voyages" Oakland Schools Media Center: "Explorations of Prince Henry the Navigator" "The Renaissance" "Christopher Columbus" "Elizabeth: The Queen Who Shaped the Age" "The Challenge of Reason: Galileo" Duplicating Books: The Age of Exploration, and European Renaissance, Milliken. European History: Renaisaance to the Present, Ideal. OLMS Media Center: "Christopher: The New World is Discovered", filmstrip. "Age of Discovery and Exploration," filmstrip. "Renaissance Architecture" Paperback: Trade and Discovery (Social Studies Service) Games: "Trade and Discovery" "Powder Horn" "Culture Contact" Teacher Reference: Time-Life books: Renaissance, Age of Enlightenment, Age of Exploration

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
CULTURAL WORLD	6	F. Given the ten Basic Cultural Components of man, students will demonstrate their ability to speculate on the ideal cultural system of the future.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
. In small groups, students will construct an ideal culture of the future. All cultural components must be included. This can be demonstrated through role-playing, hands-on projects, etc.	Using a class voting system, students will make evaluations on peer efforts toward the establishment of the ideal cultural society.	Any of the previously mentioned resources.

Exceptional students can:

1. Study a minority group in your country. Find reasons and examples of cultural differences. Debate the reasons for and against adaptation to the majority culture.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
ECONOMICS Urban Studies	7	A. What you want
Process of Choice	S	1. Given a written survey, students will demonstrate their ability to determine their personal wants.
		2. Given an appropriate short story, students will read the story and on the basis of discussion, be able to explain how a group makes choices.
		3. Given a list of places, students will describe in writing, each place according to the function it performs.
	C S	4. Given four alternatives relating to plans for Jackson Memorial Park, students will make choices on the basis of various group needs and wants.
	C S	5. Given the necessary written data, students will make a series of planning decisions by answering all questions provided by the teacher.
	C S	6. Given a map of a town, student will locate a factory, a park and an apartment building, also, provide a rationale as to why he located each where he did.
	C S	7. Given a map of a community site, students will design their own community by drawing in apartments, houses, school, shops, offices, factories, government building and religous places.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	Results of written survey. Class discussion and teacher observation.	pages 2-5 "What You Want"
	Students will write their answer.	"Miwok Indian Legend"
	Homework assignment will be evaluated by the teacher.	pages 10-15 "What You Want" Teacher-made list
In-class small groups	Teacher evaluation of the written assignment. Reports to class from the small groups.	pages 16-21 "What You Want"
Independent project		pages 29-35 "What You Want"
Independent project		pages 38-42 "What You Want"
Small groups		Map of West Bloomfield Teacher map of hypothetical community.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
ECONOMICS	7	B. Your resources

1. Given the "contents" of student's pocket or purse, students will complete a questionnaire relative to resources.

2. Given a series of visual puzzles, students will attempt to solve all five, using their thinking ability as their primary resource.

3. Given a six-category chart, students will make a list of material resources for each category.

4. Given a conflict situation, students will determine at least two possible resolutions.

5. Given the necessary data and charts, students will draw plans to use "community" resources for a student-designed education project.

6. Given the necessary data and charts, students will demonstrate their ability to budget their financial and time-resources.

S
C
S
S

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
Independent project	Results of questionnaire	pages 4-5 "Your Resources"
Independent or group project	Puzzle Solutions	pages 6-7 "Your Resources"
	Evaluation of assignment	pages 8-10 "Your Resources"
Group projects	Oral presentations to class	pages 12-15 "Your Resources" Teacher-made conflicts News articles
Group project	Completed plans	pages 16-23 "Your Resources"
Independent project	Results of assignment	pages 24-27 "Your Resources

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
ECONOMICS	7	C. What are you allowed to do?
		1. Given a deck of cards, students will design a new game with all rules written down.
	C	2. Given a series of situations, students will write one law for each, designed to protect people from the danger inherent in each situation.
		3. Given a series of photos of two different communities, and given a list of zoning laws, students will match laws to appropriate community.
	C	4. Given a series of examples as a basis for imaging, student will sketch his ideal community and write five zoning laws to govern that community.
	C S	5. Given a hypothetical situation of a company that wishes to build a factory in a designated community, students will write five zoning laws to which the factory must conform.
	C S	6. Given a building site that is blank, students will design housing for twenty families.
	C S	7. Given a community with out-dated zoning laws, students will rewrite the code, taking into account, special interests of various groups.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
Small group project	A second group will play a game to see if they can follow written rules	
Discussion		pages 10-15 "What Are You Allowed To Do" Teacher-made lists
Independent project	Written assignment	pages 16-19 "What Are You Allowed To Do" Photographs of West Bloomfield
Small group project		pages 18-19 "What Are You Allowed To Do"
		pages 20-21 "What Are You Allowed To Do"
		pages 26-29 "What Are You Allowed To Do"
		pages 30-38 "What Are You Allowed To Do"

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
ECONOMICS	7	D. How you make choices
	S	1. Given a series of either/or situations, students will make a choice and be prepared to rationalize those choices.
	S	2. Given three alternative houses to buy, none of which has all you want, students will make a choice on the basis of their designated priorities.
		3. Given all necessary data and charts, students will complete a series of exercises to illustrate how various factors affect priorities.
	S	4. Given a situation involving at least three alternatives, students will complete series of questions, make a choice and list three reasons for their choices.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
Independent survey Class Discussion		page 4 "How You Make Choices"
Group project		pages 8-9 "How You Make Choices"
Independent class work Discussion		pages 10-19 "How You Make Choices"
		pages 24-30 "How You Make Choices"

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
ECONOMICS	7	A. Scarcity
		1. Given a case study, students will make a choice relating to the allocation of resources and write a rationale for that choice.
		B. Types of Economic Systems
	S	1. Given three case studies, students will be able to define three types of economic systems - tradition, command and market.
	S	2. Given four descriptive examples, students will read and discuss and correctly identify to what extent each type of economic system is present in each example.
		C. Supply and Demand
		1. Given the necessary materials and rules, students will participate in the supply and demand game.
		D. Consumer Protection
	C S	1. Given time and access to library materials, students will select one area of consumer protection (ads, auto-safety, labeling, etc.) and prepare a 5-10 minute oral presentation according to criteria established by the teacher.
		E. Competition
		1. Given a case study, students will be able to define the role of competition in the market system.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
		Today's Economics "Can the U.S. Afford to Send Man to the Moon?" page 7
		Today's Economics "Types of Economic Systems" page 12
		Today's Economics "Modern Systems" pages 13-16
	Teacher observation Post-game discussion	Today's Economics page 19
	Teacher evaluation of oral reports	Library
		Today's Economics "Imperfect Competition" pages 31-34

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
ECONOMICS	7	F. Role of Government 1. Given a case study, students will be able to write two opinions regarding the role of government in the market economy and be able to include a rationale for each opinion.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
		Today's Economics "Public Needs" pages 35-38 "Government Interference" pages 53-56

Micro-Economy is an educational simulation designed to be played two to three times a week from three to eight months. Particularly suited to career exploration, Micro-Economy introduces students to see the following employment opportunities:

C

A. Bankers
B. Real estate brokers
C. Auctioneers
D. Carpenters
E. Contractors
F. Architects
G. City planners
H. Public-service - government jobs
I. Small businessmen
J. Judges
K. Police
L. Secretary

Micro-Economy introduces students to a number of fundamental economic concepts and/or ideas. These include:

S A. Money

1. as a unit of account
2. as a store of value
3. as a medium exchange

S B. Banks as financial intermediaries

S C. Principles of economic wealth

1. banks - loan deposits
2. employer-employee relationships

S D. Law of scarcity

S E. Business organization

1. consumer goods and services
2. producer goods and services
3. government goods and services
4. foreign goods and services

S

F. Economic organizations

1. single-proprietorship
2. partner
3. profit-making corporations
4. non-profit corporations

Micro-Economy simulates the real-estate market in a hypothetical metropolitan area. In the process of the simulation, students are confronted with numerous opportunities to discuss these ideas and concepts and then to apply them in various simulated experiences.

Because of its flexible nature, Micro-Economy can be greatly expanded by the teacher, (tangential aspects) thus providing additional opportunities to individualize experiences for students based on interest and/or demonstrated academic skills.

The above mentioned economic concepts are the principal goals of Micro-Economy. They are not written in behavioral terms simply because thirty pages of teacher instructions would have to precede such behavioral language. The important point is that students will demonstrate their comprehension of these goals by their success in applying them at appropriate points in the game.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
URBAN STUDIES Unit I	7	A. Given the materials of an Urban Studies System, students will examine the components and describe the way or ways the system can be used to study a metropolitan area. Skills: Investigation skills; writing

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
Display all components so students can examine them.	Teacher evaluation	Urban Studies System
Introduce concepts of: How cities come into being; how metropolitan areas function, their physical structure; problems and planning of metropolitan area.	Students write a short description of how the Urban Studies System can be used to study a metropolitan area.	
Allow students to handle each component.	Students write a short paper on introductory concepts of cities.	
Answer questions about components		

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
URBAN STUDIES Unit II	7	B. Using given materials of urban history, students will:
Unit III	C	C. Using given materials and concepts describing the structure and functions of the metropolitan areas, students will identify the following:

B. Using given materials of urban history, students will:

1. identify six types of human communities leading to a metropolitan area.

2. indicate how long each of the six types was dominant.

6 Types

1. Nomadic food hunting bands
2. The agricultural village
3. Religions and politics
4. The city
5. The industrial city
6. The metropolitan area

Skills:
Inquiry; map skills; team investigation; observation; diagramming; role playing

C. Using given materials and concepts describing the structure and functions of the metropolitan areas, students will identify the following:

1. Structural Function

a. central city	b. inner city
c. central business district	d. suburbs
e. satellite cities	f. urban metropolis

2. Locate routes and measure road distances.

3. Identify factors that determine the scope of any metropolis.

4. List the major functional components of a metropolitan area.

Skills:
Observation; inquiry; diagramming; map skills; team investigation

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
Samples selected from teacher's guide		
Use inquiry and discussion to identify nomadic food hunting banks as the earliest form of human community.	Teacher observation	Urban System Unit II Cities Through Time Houghton, Mifflin
Students role-play to imagine reactions of primitive people to natural phenomena	Teacher observation	Oakland Schools Filmstrips Electricity For the Community Gas For the Community Public Transportation For the Community Telephones For the Community
Head discussion to establish reasons for religious belief in the lives of those people.		
Introduce development of religious and political center	Teacher evaluation of work on work on development basis	
Use teacher's guide Urban Studies System	Teacher observation Student evaluation Teacher evaluation of work on development basis Factual testing	Urban Studies System Cities Through Time The City: Past and Present Cambridge The American City Today Cambridge The Growth of The American City Oakland Schools Filmstrips People of the City Small Town U.S.A. Village, Town and City

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
URBAN STUDIES Unit IV	7 S C	D. Using given materials and concepts, students will investigate and describe metropolitan problems as measured by appropriate testing. 1. Urban ecology 2. Environmental pollution 3. Housing and human problems 4. Transportation problems 5. Governmental problems 6. Land use problems Skills: Inquiry; judgment; team investigation; map skills
Unit V		E. Using given materials and concepts, students will investigate the future of the metropolitan area and give reasons for urban planning, define new town planning and predict technological and sociological innovations for the more distant future, to be measured by the appropriate testing.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	Teacher evaluation of work on development basis.	Urban Studies System
		The American City Today
	Teacher evaluation of written work.	Oakland Schools Films Conservation In The City A Community Keeps Healthy A Community Keeps House
	Teacher-made objective test.	Waste Disposal For the Community Water Disposal For the Community How Cities Enforce the Law What Are Taxes?
	Teacher evaluation of projects assigned	Urban Studies System
	Teacher observation	The American City Toda
	Teacher-assigned reports	The City: Past and Present
	Teacher-made tests	Oakland Schools Films See catalogue: Cities of The Future
		China: Cities in Transition
		Seven Cities of Antartica

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
POLITICAL WORLD	8	A. Given a description of Greek and Roman political structure, students will identify contributions made by these to the political structure of: 1. English common-law 2. American democracy

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Assign individual readings and research on suggested audio-visual and resource materials.	Teacher evaluation.	U. of M. Films: "Athens: The Golden Age" "Ancient Rome" "Magna Carta 1-2" Paper Books: Available from Social Studies School Service: Ancient Rome, The Roman Army, Greece and Rome Oakland Schools Films: "Greek Civilization" "Roman History" "Roman Republic" "Roman Civilization" "Looking into History" West Bloomfield Media: F.S. Roman Republic 397 F.S. Hellenic Greeks 395 Teacher's Resource - Time-Life Books: Classical Greece and Imperial Rome
2. Small group activities.		
3. General class discussions.		

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
POLITICAL WORLD	8	B. Given a political conflict situation, the student will:
	S	1. identify the sources of conflict.
	S	2. identify the means by which conflict is resolved.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Refer to teacher's guide "Queen Elizabeth: Conflict and Compromise"	Refer to "Strategies for Measuring Learning" in From Subject to Citizen.	"Queen Elizabeth Conflict to Compromise" From Subject to Citizen Module
2. Film material used for background information.	Individual and peer-group evaluations - see From Subject to Citizen.	Denoyer-Gepport 1970 Oakland Schools Films: "Role of the Church in the Middle Ages" "Aee of Absoluee Monarchs in Europe" "The Peasants Revolt" "Medieval Times: Role of the Church" "Middle Ages: Rise of Feudalism" "Explorations of Prince Henry" "The Renaissance" "Elizabeth: The Queen Who Shaped an Age" "Age of Enlightenment in Europe" "Imperialism and European Expansion" West Bloomfield Media SFS Making of a Kingdon 161 FS Feudalism 400

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
POLITICAL WORLD	8	C. Given a political conflict situation that cannot be resolved by compromise, the students will identify: 1. various means of protest. 2. probable outcomes of that protest. 3. probable changes affected as a result of the protest.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Refer to teacher's guide in "King Versus Commons"	Refer to "Strategies for Measuring Learning" Contained in From Subject to Citizen	"King Versus Commons" Module from the Subject to Citizen series. Denoyer-Geppert 197- The Armada Game from Subject to Citizen West Bloomfield Media F.S. Age of Exploration 310

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
POLITICAL WORLD	8	D. Given background material on a given society, the student will explain how a new political system is evolved, considering the following areas: 1. influence from past environment and experiences. 2. influence from present environment. 3. shifting positions of political power. 4. influence of economic factors.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. See teaching guide From Subject to Citizen for instructional methods.	Refer to "Strageties" for measuring Learning" From Subject to Citizen	"Emergence of the American" From Subject to Citizen series Denoyer-Geppert 1970 Oakland Schools Films: "The First English Settlement, Jamestown" 959 "The Pilgrims" 947 West Bloomfield Media F.S. U. S. History: Colonial Period "Game of Empire" From Subject to Citizen West Bloomfield Media F.S. "American Colonies" 312

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
POLITICAL WORLD	8	E. Given a description of conditions which may lead to war, students will identify:
	S	1. means to avoid conflict.
	S	2. conditions that are intolerable.
	S	3. risks and consequences of confrontations.
	S	4. factors in the decision to make war.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
● Refer to teaching guide "The Making of the American Revolution" From Subject to Citizen.	Refer to "Strategies for Measuring Learning" From Subject to Citizen	"The Making of the American Revolution" From Subject to Citizen Module 1970 West Bloomfield Media F.S. "U.S. History: Revolution" "U.S. History"(cassette) U. of M. Films "American Revolution 1-2" "American Revolution - The Background Period" "American Revolution - The War Years" "American Revolution - Victory is Won" Oakland Schools Films: "Paul Revere's Ride" "Johnny Tremain 1-2"
● See teacher's guide for game instructions	See teacher's guide teacher evaluates individual participation	"Liberete" - simulation game

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
POLITICAL WORLD	8	F. Given a copy of the United States Constitution, the students will identify:
	S	1. the purpose of written laws.
	S	2. how federal and state power is balanced.
	S	3. how branches of the government separate power.
	S	4. how individual freedoms are preserved.
	S	5. how laws are changed.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Refer to teaching guide from "We the People" of From Subject to Citizen.	Refer to Stragegies for Measuring Learning, contained in From Subject to Citizen.	"We the People" From Subject to Citizen Module Denoyer - Geppert 1970
2. The framing of the Constitution through role-playing.		U. of M. Films: "Bill of Rights in Action: Due Process" "Constitution and the Right to Vote" "Some are More Equal than Others"
3. Individual research of "We the People.		
4. Role-playing of the governmental process.		
5. Investigations of the Declaration of Independence by individuals and groups.		Oakland Schools Films: "Constitution - Guardian of Liberty" "The Federal Government - The Plan of Organization"
6. Use transparencies for group discussion.	Teacher judges individual participation.	"Juvenile Law" - a teaching unit from the Oakland County Prosecutor's Office.
7. See teacher's guide	Suggested in teacher's guide	"Democracy" (simulation game

RATIONALE - HIGH SCHOOL SOCIAL STUDIES*

Social studies education has a twofold purpose: enhancement of human dignity through learning and commitment to rational processes as the principal means of attaining that end.

Human dignity means equal access to the rights and responsibilities associated with membership in a culture-due process of law, social and economic justice, democratic decision making, free speech, religious freedom, self-respect and group identity. The definition of human dignity is likely to vary according to time and place, but the essential meaning remains unchanged: Each person should have the opportunity to know, to choose, to act.

Rational processes refer to any systematic intellectual efforts to generate, validate, or apply knowledge. The ultimate power of rational processes resides in the explicit recognition of each person's opportunity to decide for himself in accord with the evidence available, the values he chooses, and the rules of logic. Therein lies the link between human dignity and rational processes.

But without action, neither knowledge nor rational processes are of much consequence. Commitment to human dignity must put the power of knowledge to use in the service of mankind. That which students of the social studies learn should impel them to apply their knowledge, abilities and commitments toward the improvement of the self and of the human condition.

As knowledge without action is impotent, so action without knowledge is reprehensible. Those who seek to resolve social issues without concomitant understanding tend not only to behave irresponsibly and erratically but in ways that damage their own chances for self-improvement and for improvement of the human condition. Therefore, knowledge, reason, commitment to human dignity and action are to be regarded as complementary and inseparable.

KNOWLEDGE

From its inception, the school has been viewed as the social institution charged with transmitting knowledge to the young. Knowledge about the real world and knowledge about individual self-worth are basic objectives of social studies instruction. Reliable beliefs are achieved by following the accepted canons of empirical inquiry, logical reasoning and humanistic valuing; procedures clearly rooted in the twin values of rational process and human dignity.

* Based on "A Basic Rationale for Social Studies Education" as developed and published by the NCSS (National Council for the Social Studies).

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The traditional and obvious source of knowledge for social studies are the social science diciplines, but the justification for such knowledge derives from the needs of individual students and of society for powerful ideas, dependable information and reliable methods of inquiry.

Broadly based social issues, however, do not respect the boundaries of the academic disciplines. In addition, the social sciences, in their pure form, are not necessarily related to society's persistent problems and seldom are intended to arrive at the resolution of value conflicts or the formation of public policy.

Thus, while there could be no social studies without the social sciences, social studies is something more than the sum of the social sciences. Other types of knowledge are also strong contenders for inclusion in social studies.

For example, the rate of change alone makes it urgent that the social studies give serious consideration to the interests and values that students hold about themselves and society. Ideally then, various sources of knowledge, namely the social sciences, the humanities, the natural sciences, the communication media, career education, and the perceptions of students among others, would all contribute to the social studies program.

In light of these considerations, the knowledge component serves three functions. First, it provides historical perspective. Second, knowledge helps a person perceive patterns and systems in his environment. It is this ordering function which makes the social universe, even with its increasing complexity, more nearly manageable. Third, knowledge serves as a foundation for social participation. Without rationally-based knowledge to facilitate human survival and progress, participation in the affairs of society will be ineffectual and irresponsible.

ABILITIES

Abilities provide the means of achieving objectives. Included here would be: (1) Intellectual Skills, (2) Data Processing and (3) Human Relations Competencies.

Intellectual Skills are those cognitive processes outlined and developed by Bloom and others.

Data Processing Skills include competence to locate and compile information, to present and interpret data, and to organize and assess source material, identifying hypotheses, making warranted inferences and reading critically. If provision is not made at all grade levels for the sequential development of these competencies, growth will be arrested at a needlessly low level, and students will be hampered in employing the more powerful extensions of these abilities.

Human Relations Competencies are those associated with social behavior. Effective interpersonal relations seem to depend on a sensitivity to the needs and interests of self and others, adequately developed communication skills, and the ability to cope with conflict and authority. Students should have ample opportunities to work out social relationships at the face-to-face level. Students should have experience in dealing with highly charged emotional conflicts in the social arena as well as with calm, rational inquiry.

VALUING

Social studies education neither can nor should evade questions of value. Value orientations are the foundation of social institutions and the value positions of individuals and groups have consequences for action. Society can not contend with the many social issues confronting it without giving serious consideration to values.

Social studies can and should, however, avoid mere indoctrination. Limiting the school's role to indoctrination is not only ineffectual, but incompatible with the principles of a free society.

The school can and should help young people recognize that among men there are many sets of values rooted in experience and legitimate in terms of culture. The school can and should provide opportunities for free examination of the value dilemmas underlying social issues and problematic situations. Students need systematic and supportive help in examining differences among other persons and groups and in clarifying the value conflicts within themselves.

SOCIAL PARTICIPATION

Social participation in a democracy calls for individual behavior guided by the values of human dignity and rationality, and directed toward the resolution of problems confronting society. Such a commitment to democratic participation suggests that the school abandon futile efforts to insulate pupils from social reality, and instead, find ways to involve them.

Social participation should mean the application of knowledge, thinking and commitment in the social arena. Providing such an avenue for interaction and identification with society can build an awareness of personal competency -- awareness that one can make a contribution -- an ingredient essential for a positive self-concept.

The involvement may take the form of observation and information seeking such as field trips, attending meetings and interviews. It may take the form of political campaigning, community service or improvement, responsible demonstrations or other activities consistent with responsible democratic participation. The school should not only provide channels for such activities, but build them into the design of its social studies program -- K through 12.

It is essential to remember that we are talking about education within a democratic framework, and as such, any kind of participation must be consistent with the dual concepts of human dignity and rational processes.

SUMMARY

It is essential that these four curriculum components be viewed as equally important; ignoring any of them weakens a social studies program. The relationship among knowledge, abilities, valuing and social participation is tight and dynamic. Each interacts with the others. Each nourishes the others.

GOALS - HIGH SCHOOL SOCIAL STUDIES

The following is a summary of the goals for the Social Studies Department of West Bloomfield High School. In order to better understand these goals within the context of the total social studies curriculum, it is important to consider the following:

1. The numerical order is not intended to suggest a priority order.
2. Although each goal is important, they are not necessarily of equal importance.
3. Although each goal is strong enough to stand on its own merit, it is essential to also consider the strong interrelationship that exists among these goals.
4. With all the talk of minimal behavior objectives, it is essential to view these goals from the opposite end of the spectrum. Goals represent ideals, i.e., what is maximally possible under the best set of favorable conditions. As such, these are the goals toward which we aspire, not the minimum that is possible.

I. Citizenship:

The goal of the Social Studies Department is to provide opportunities for students to understand American ideals and practices, historical and contemporary, with regard to their civic rights, obligations and responsibilities as individual participating citizens on all levels of society.

II. Futurism:

Given the nature of technological and social changes, and given the ever-increasing rate at which these changes are occurring, then the ultimate purpose of futurism in social studies education is not to create complex, well-ordered, accurate images of the future, but rather to help students cope with real-life crises, opportunities and perils. It is to strengthen the individual's practical ability to anticipate and adapt to change, whether through invention, informed acquiescence, or through intelligent resistance.

III. Roles:

As society becomes more complex, so also do the role expectations of the individual, both in terms of the number of roles and in terms of the interrelationships of these roles. The goal of the Social Studies Department is to provide opportunities for students to explore the nature of, interrelationships and possible conflicts between these various social, political, and economic roles.

IV. Self-Worth:

The goal of the Social Studies Department is to provide opportunities for students to develop favorable self-concepts which will enable them to better realize their own potential and make constructive contributions to society.

V. Valuing:

The goal of the Social Studies Department is to provide the means whereby students will have ample opportunities to explore, consider alternatives, choose, and ultimately act upon value choices, both within the context of their own value system as well as the prevailing system of the culture.

NINTH GRADE SOCIAL STUDIES

Introduction: This required program is conceptually-oriented and is designed to introduce students to a variety of social studies concepts. Each unit of study is sufficiently strong to stand on its own merit, but the obvious interrelationships can be reinforced within the total program as well as through the various electives offered within the Department. Mandatory units are denoted by an asterisk.

Goals: To assist students in developing their understanding of:

*I:1 The Modified Market System - defined as a continually changing method of resolving the basic economic questions in the United States.

*I:2 Freedom and Equality - defined as: (1) the absence of external restraints on individual behavior; the power to make choices, and (2) a condition in which each individual receives the same treatment under the law and the same opportunity to use his or her talents and abilities.

*I:3 Comparative Advantage - defined as a rational means of problem solving.

I:4 Cause and Effect - defined as the need to search for the multiple causes and multiple effects of any event or human behavior.

I:5 Conflict and Its Resolution - ways in which conflict may be resolved other than by force and violence.

I:6 Human Dignity - defined as the belief that all human beings are unique and of incomparable worth.

*II:1 Empathy - defined as the attempt to understand another's point of view without adapting his or her beliefs or behavior.

*II:2 Careers - to be developed.

Goals: (continued)

*II:3 Social Control - defined as all the ways in which a society prescribes acceptable behavior for its members, sets social rules and enforces them.

II:4 Social Change - its causes, mechanisms and complexities.

II:5 Institutions - defined as an organized, traditional way of doing something that is developed by a society to fulfill its basic needs.

II:6 Geography - defined as a field of knowledge that integrates both natural and social sciences.

Interrelationships:

*I:1 The Marketplace: Modified Market Systems
- American Studies
- World and Area Studies
- Government
- Economics
- Comparative Economic Systems

*I:2 The Arena of Values: Freedom and Equality
- American Studies
- World and Area Studies
- Government

*I:3 Decisions! Decisions!: Comparative Advantage
- American Studies
- World and Area Studies
- Government
- Economics
- Great Issues
- International Relations
- Career Planning
- Consumer Education

I:4 The Endless Chain: Cause and Effect
- American Studies
- World and Area Studies
- Government
- Any and All Social Sciences
- Units on Study Skills, Research
- Depth Studies (e.g., revolution)

Interrelationships:
(continued)

I:5 More Means Less: Conflict
American Studies
World and Area Studies
Government
International Relations
Social Psychology
Great Issues
Revolution
Human Relations
Future Studies

I:6 The Crux of the Matter: Human Dignity
American Studies
World and Area Studies
Government
Humanities
Human Relations
Black Studies
Women's Studies

*II:1 A Walk in My Neighbor's Shoes: Empathy
American Studies
World and Area Studies
Social Psychology
Courses related to the Humanities
Human Relations
Preparation for Community Action
Units Involving Simulations

*II:3 Society Says . . . Social Control
American Studies
World and Area Studies
Government
Economics
Sociology
Anthropology
War/Peace Studies
Control and the Individual in the United States
Prisons in Society

Interrelationships:
(continued)

II:4 Never the Same River Twice: Social Change
American Studies
World and Area Studies
Government
Anthropology
Sociology
Great Issues
United States Since World War II
The 1920s
The 1930s
Future Studies

II:5 The Invisible Castle: Institutions
American Studies
World and Area Studies
Government
Economics
Sociology
Anthropology
The Establishment – What Is It?

II:6 View of a Small Planet: Geography and the Geographer
American Studies
World and Area Studies
Units on the City

Format:

In order to provide opportunities for staff members to pursue individual interests and strengths within a prescribed program, we have established the following format:

Semester I: Four units required; mandatory units denoted by an asterisk.

*1. Modified Market System (The Market Place)

*2. Freedom and Equality (The Arena of Values)

*3. Comparative Advantage (Decisions! Decisions!)

4. Cause and Effect (The Endless Chain)

5. Conflict and its Resolution (More Means Less)

6. Human Dignity (The Crux of the Matter)

Format:
(continued)

Semester II: Four units required; mandatory units denoted with an asterisk.

*1. Empathy (A Walk in My Neighbor's Shoes)

*2. Careers (see recommendations)

*3. Social Control (Society Says . . .)

4. Social Change (Never the Same River Twice)

5. Institutions (The Invisible Castle)

6. Geography (View of a Small Planet)

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
NINTH GRADE SOCIAL STUDIES	9	* Minimal Performance Objectives
Concepts Study: Semester I (4 units required; mandatory units denoted by *)		
*I – Modified Market System		A. Specific Objectives -- cognitive
		As a result of the study, the student should be able to:
		*1. Define and illustrate: capital, choice, consumption, competition, demand, distribution, economic system, economizing, freedom of contract, market, modified market system, opportunity cost, price, private property, production, resource, scarcity, self-interest, supply, wants.
	S	*2. Distinguish among the tradition, command, market, and modified market system.
	C S	*3. Recall and explain the four basic economic decisions required for determining the use of resources to satisfy needs and wants.
		*4. Compare the economic system of this nation with that of another.
		*5. Assess the degree to which the American economic system is modified.
	C	*6. Suggest one modification that might be considered for our system, and one existing modification that might be eliminated in our system, stating reasons for both suggestions.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	Concept-inventory Pre and post-test (see teacher manual) *1. Dual matching test: term --- definition term --- illustration *2. Given descriptions, student will correctly identify. *3. Objective test. *4. Given descriptions of each, student will point out similarities and differences. *5. Identify 4 ways in which the American system is modified. *6. Small group task. *7. Library research task.	The Market Place: MacMillan (basic text) Suggested Resources - Media: 1. Sound filmstrip - Basic Economic Concepts. 2. Sound filmstrip - The U. S. Economy. 3. Games - Panic and Economic Systems. 4. Transparencies - Economics. 5. Tape recording - Investment Banking and the Stock Market. 6. Filmstrips - World of Economics series. 7. Encyclopedia of Marketing. 8. International Encyclopedia of the Social Sciences. 9. Kit: Big Government and Private Enterprise in the 70's (Oakland Schools). 10. 16mm film: Everyday Economic Terms (Oakland Schools). All are available in WBHS media center except where another source is noted.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
NINTH GRADE SOCIAL STUDIES	9	* Minimal Performance Objectives

*I - Modified Market System (continued)

A. Specific Objectives -- cognitive (continued)

*7. Apply the concept to analyze a current economic event or issue.

8. Using an original example, illustrate the economic process from production to consumption.

9. Given sufficient and appropriate data and information, analyze an economic system other than his or her own.

10. Given a suggested modification of our present system, hypothesize as to its effect on various sectors of the economy.

11. Assess the statement, "An economic system cannot be separated from its political and social systems."

12. Recognize the operation of the modified market system in current economic activities or issues in the United States.

B. Specific Objectives -- affective

As a result of the study, the student should demonstrate:

1. An acceptance of the idea that when resources are limited, judgments of comparative advantage are necessary to make decisions about their use.

2. Recognition of the fact that individuals usually make economic decisions based on what they consider to be of greatest worth.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	Concept-inventory Pre and post-test (see teacher manual)	The Market Place: MacMillan (basic text)
	*1. Dual matching test: term --- definition term --- illustration	Suggested Resources - Media: 1. Sound filmstrip - Basic Economic Concepts.
	*2. Given descriptions, student will correctly identify.	2. Sound filmstrip - The U. S. Economy.
	*3. Objective test.	3. Games - Panic and Economic Systems.
	*4. Given descriptions of each, student will point out similarities and differences.	4. Transparencies - Economics.
	*5. Identify 4 ways in which the American system is modified.	
	*6. Small group task.	5. Tape recording - Investment Banking and the Stock Market.
	*7. Library research task.	6. Filmstrips - World of Economics series.
		7. Encyclopedia of Marketing.
		8. International Encyclopedia of the Social Sciences.
		9. Kit: Big Government and Private Enterprise in the 70's (Oakland Schools).
		10. 16mm film: Everyday Economic Terms (Oakland Schools).
		All are available in WBHS media center except where another source is noted.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
NINTH GRADE SOCIAL STUDIES	9	* Minimal Performance Objectives
*I - Modified Market System (continued)		B. Specific Objectives -- affective (continued) 3. A perception of himself or herself as a decision-maker and modifier in the economic system. 4. A willingness to consider the advantages and disadvantages of further modification in the United States economic system. 5. An affirmation of the need for individuals and groups to base economic decisions on knowledge and reason as well as values.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	Concept-inventory Pre and post-test (see teacher manual) *1. Dual matching test: term --- definition term --- illustration *2. Given descriptions, student will correctly identify. *3. Objective test. *4. Given descriptions of each, student will point out similarities and differences. *5. Identify 4 ways in which the American system is modified. *6. Small group task. *7. Library research task.	The Market Place: MacMillan (basic text) Suggested Resources - Media: 1. Sound filmstrip - Basic Economic Concepts. 2. Sound filmstrip - The U. S. Economy. 3. Games - Panic and Economic Systems. 4. Transparencies - Economics. 5. Tape recording - Investment Banking and the Stock Market. 6. Filmstrips - World of Economics series. 7. Encyclopedia of Marketing. 8. International Encyclopedia of the Social Sciences. 9. Kit: Big Government and Private Enterprise in the 70's (Oakland Schools). 10. 16mm film: Everyday Economic Terms (Oakland Schools). All are available in WBHS media center except where another source is noted.

TOPIC | GRADE LEVEL | PERFORMANCE OBJECTIVES IN MEASURABLE TERMS

NINTH GRADE SOCIAL STUDIES

9

* Minimal Performance Objectives

***II - Freedom and Equality**

A. Specific Objectives -- cognitive

As a result of this study, the student should be able to:

S

*1. Define and illustrate: authority, equality, equality of opportunity, equality under the law, external restraint and freedom, social contract, social responsibility, society.

*2. State and explain the concepts of freedom and equality as expressed in the Declaration of Independence and in the writings of Thomas Jefferson.

C
S

*3. Cite examples to show that the U.S. Constitution has been changed in order to extend both freedom and equality.

4. Describe the contributions of Roman law and of John Locke to the traditional concepts of freedom and equality in U.S. history.

5. Given a specific Supreme Court decision or law, recognize assumptions relative to the concepts of freedom and/or equality.

6. Using the McCarthy period as a case study, explain how the "climate of the times" influences both attitudes and judgments with regard to freedom and equality.

7. Establish a supportive relationship between freedom and a search for truth.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	Concept-inventory Pre and post-test (see teacher manual)	
	*1. Dual matching test: term -- definition term -- illustration	The Arena of Values: MacMillan
	*2. Small group test.	1. Kit: Freedom and Responsibility: A Question of Values (2 parts).
	*3. Objective test.	
		2. Filmstrip: If It Isn't Yours (respect for property).
		3. Sound filmstrip: Conflicts in American Values.
		4. Record: C. Northcote Parkinson on Democracy.
		5. Sound filmstrip: The People's Choice: A Voter Education Program.
		6. Tape recording: Welfare and Federalism.
		7. Sound filmstrip: Exploding the Myths of Prejudice.
		8. Tape recording: What They Know About You: A Survey of Probes into Privacy and Your Constitutional Rights.
		9. 16 mm film: "I Have a Dream" - the life of Martin Luther King (U of M, approximately $8.50).
		10. 16 mm film: "See it Now," Murrow report on McCarthy (U of M, approximately $8.50).

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
NINTH GRADE SOCIAL STUDIES	9	* Minimal Performance Objectives

*II - Freedom and Equality (continued)

A. Specific Objectives -- cognitive (continued)

8. Using the criteria suggested in the text, evaluate the degree of freedom and equality present in the U. S. society today.

9. Formulate a testable generalization which demonstrates an understanding of freedom and/or equality and support it with specific evidence.

10. Express and defend his or her own model for freedom and equality.

B. Specific Objectives -- affective

As a result of this study, the student should demonstrate:

1. A willingness to examine his or her own concepts of freedom and equality.

2. Increasing sensitivity to situations in which freedom and equality are involved.

3. A willingness to accept responsibility for positive action in an instance where another's freedom or equality is an issue.

4. An attitude of healthy skepticism when confronted with absolute judgments concerning the beliefs or behavior of others related to freedom and equality.

5. A desire to improve the state of freedom and equality in his or her own social world.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	Concept-inventory Pre and post-test (see teacher manual)	
	*1. Dual matching test: term -- definition term -- illustration	The Arena of Values: MacMillan
	*2. Small group test. *3. Objective test.	1. Kit: Freedom and Responsibility: A Question of Values (2 parts).
		2. Filmstrip: If It Isn't Yours (respect for property).
		3. Sound filmstrip: Conflicts in American Values.
		4. Record: C. Northcote Parkinson on Democracy.
		5. Sound filmstrip: The People's Choice: A Voter Education Program.
		6. Tape recording: Welfare and Federalism.
		7. Sound filmstrip: Exploding the Myths of Prejudice.
		8. Tape recording: What They Know About You: A Survey of Probes into Privacy and Your Constitutional Rights.
		9. 16 mm film: "I Have a Dream" - the life of Martin Luther King (U of M, approximately $8.50).
		10. 16 mm film: "See it Now," Murrow report on McCarthy (U of M, approximately $8.50).

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
NINTH GRADE SOCIAL STUDIES	9	* Minimal Performance Objectives

*III – Comparative Advantage (problem solving skills)

S

A. Specific Objectives -- cognitive

As a result of the study, the student should be able to:

*1. Define and illustrate: alternatives, calculated risk, comparative advantage, specialization.

*2. Give a specific example of the operation of comparative advantage.

*3. Given a current problem, demonstrate the ability to use a problem analysis approach efficiently in determining which alternative offers the best comparative advantage for himself or herself, and for the group.

4. Cite examples to illustrate why nations decide to specialize as a result of comparing advantages.

5. Explain why trade is beneficial between two countries even if one of them can produce all the goods involved more efficiently than the other.

B. Specific Objectives -- affective

As a result of the study, the student should demonstrate:

1. Reliance on factual evidence and reason rather than emotion when seeking a solution to a problem.

2. An interest in and curiosity about human problems beyond his or her own personal sphere.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	Concept-inventory Pre and post-test (see teacher manual)	Decisions! Decisions! MacMillan
	*1. Dual matching test.	
	*2. Test question.	1. 16mm film: Problem Method II (using information to solve the problem) (U of M - $3.50).
	*3. Small group task, problem assigned by teacher.	
		2. Tape recording: U. S. Foreign Policy - A New Emphasis.
		3. U. S. Government pamphlets: U. S. Economic Policy; U. S. Foreign Relations.
		4. Book: Readings in U. S. Imperialism - 382.1, Faun, K. T.
		5. Book: America and the World - 73, Osgood, R.E.
		6. Book: Decisions for a Decade; Kennedy, Edward.
		7. Kit: East Meets West: A Contrast in Values and Culture.
		8. Filmstrips: a. Determining Sources b. Finding Facts and Figures c. Gathering Facts d. Pinpointing What You Want

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
NINTH GRADE SOCIAL STUDIES	9	* Minimal Performance Objectives
*III - Comparative Advantage (continued)		B. Specific Objectives -- affective (continued) 3. A willingness to search for and weigh alternatives to a single action or decision. 4. Awareness of a variety of human situations in which the concept comparative advantage is implicit.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	Concept-inventory Pre and post-test (see teacher manual)	
	*1. Dual matching test: term -- definition term -- illustration	The Arena of Values: MacMillan
	*2. Small group test. *3. Objective test.	1. Kit: Freedom and Responsibility: A Question of Values (2 parts).
		2. Filmstrip: If It Isn't Yours (respect for property).
		3. Sound filmstrip: Conflicts in American Values.
		4. Record: C. Northcote Parkinson on Democracy.
		5. Sound filmstrip: The People's Choice: A Voter Education Program.
		6. Tape recording: Welfare and Federalism.
		7. Sound filmstrip: Exploding the Myths of Prejudice.
		8. Tape recording: What They Know About You: A Survey of Probes into Privacy and Your Constitutional Rights.
		9. 16 mm film: "I Have a Dream" - the life of Martin Luther King (U of M, approximately $8.50).
		10. 16 mm film: "See it Now," Murrow report on McCarthy (U of M, approximately $8.50).

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
NINTH GRADE SOCIAL STUDIES IV - Cause and Effect	9	* Minimal Performance Objectives

A. Specific Objectives -- cognitive

As a result of the study, the student should be able to:

*1. Define and illustrate: chaining, evidence, interpretation, input-output, feedback, motive, point of view, value judgment.

*2. Distinguish between immediate and background causes/effects, primary and secondary causes/effects.

*3. Given the description of a specific phenomenon, identify both the causes and the effects.

*4. Compare the causes/effects of two similar events.

*5. Formulate productive questions to ask about a specific event.

*6. Analyze a problem by reference to a number of causes and effects.

*7. Explain and illustrate that causes and effects are complex.

8. Isolate data that is relevant to the determination of cause and effect.

9. Given the causes/effects of a specific event, rank them according to significance.

10. Based on his or her knowledge of viewpoint, criticize a given interpretation of causes or effects of an event.

11. Apply the skills and theory learned in the study to events or behavior closely related to his or her own life.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	Concept-Inventory Pre and post-test (see teacher manual)	The Endless Chain: MacMillan
	*1. Dual matching test.	
	*2. Given descriptions, student will correctly identify.	1. 16 mm film: The Civil War: Background Issues (Oakland Schools).
	*3. As written.	2. Filmstrip: Vietnam, Part I - Europeans and Part II - Americans.
	*4. As written.	
	*5. Homework assignment.	3. 16mm film - World War II, Background and Causes (Oakland Schools).
	*6. Small group task.	
	*7. Class discussion of problems.	4. 16mm film - Aftermath of World War II - Prologue to the Cold War (Oakland Schools).
		5. Tape recording: Science in Daily Life - Inquiry into Whys and Hows of Our Works and Ourselves.
		6. Tape recording: Effects of Media in Politics.
		7. Tape recording: Theory of Cycles.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
NINTH GRADE SOCIAL STUDIES IV - Cause and Effect (continued)	9	* Minimal Performance Objectives A. Specific Objectives -- cognitive (continued) 12. Demonstrate that causation is rational by writing a causal analysis of an event or action, using the skills and understanding developed in the study. 13. Demonstrate an ability to synthesize by developing a plan for future action. B. Specific Objectives -- affective As a result of the study, the student should demonstrate: 1. An acceptance of the need to search for multiple causes/effects. 2. Skepticism of simple explanations of complex events or situations. 3. An awareness of the influence of his or her own point of view when assigning either cause or effect. 4. A willingness to revise judgments when presented with new evidence. 5. A willingness to apply the skills and knowledge learned in this study to events or behaviors closely related to his or her own life.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	Concept-Inventory Pre and post-test (see teacher manual)	The Endless Chain: MacMillan
	*1. Dual matching test.	
	*2. Given descriptions, student will correctly identify.	1. 16 mm film: The Civil War: Background Issues (Oakland Schools).
	*3. As written. *4. As written.	2. Filmstrip: Vietnam, Part I - Europeans and Part II - Americans.
	*5. Homework assignment. *6. Small group task.	3. 16mm film - World War II, Background and Causes (Oakland Schools).
	*7. Class discussion of problems.	4. 16mm film - Aftermath of World War II - Prologue to the Cold War (Oakland Schools).
		5. Tape recording: Science in Daily Life - Inquiry into Whys and Hows of Our Works and Ourselves.
		6. Tape recording: Effects of Media in Politics.
		7. Tape recording: Theory of Cycles.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
NINTH GRADE SOCIAL STUDIES	9	* Minimal Performance Objectives
V - Conflict and Its Resolution		A. Specific Objectives -- cognitive
		As a result of the study, the student should be able to:
		*1. Define and illustrate: adjudication, arbitration, award, competition, compromise, cooperation, mediation, reconciliation, resolution.
		*2. Distinguish between conflict and: competition, violence.
	S	*3. Classify a conflict situation as: stable or unstable, realistic or non-realistic, organized or disorganized, personal or impersonal, involving scarce resources, incompatible positions, or opposing values.
	C S	*4. Give an example of a culturally approved and a culturally disapproved method of conflict resolution.
	S	*5. Hypothesize as to the consequences of all kinds of conflict resolution in a society.
	C S	*6. Suggest several alternatives to violence and war for resolving conflict.
	C S	*7. Given a specific current conflict in the school society, devise a method of resolution that would seem to bring the opponents closest to harmony.
		8. Identify areas of conflict in society and analyze them, suggesting possible causes and resolutions.
		9. Apply his or her knowledge of the range of methods of resolution to a current conflict in the political, international, economic, and social spheres.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	Concept-Inventory Pre-and post-test (see teacher manual)	More Means Less: MacMillan
	*1. Dual matching test.	1. Game - Strike.
	*2. Test: identification essay.	2. Sound filmstrip: Right Face, Left Fact: The Anatomy of Activist Groups in the USA.
	*3. Given series of conflict situations, student will identify which of these elements are present in each situation.	3. Tape recording; Kennedy/Nixon: Face to Face.
	*4. Given list of methods, determine which are culturally approved, which are culturally disapproved.	4. 16mm film: The Great Debate: Lincoln vs. Douglas (U of M - Approximately $8.50).
	*5. Group analysis of given list of resolutions.	5. Tape recording: J. DeVito, Depolarization.
	*6. Class discussion.	6. Tape recording: The Roots of Dissent.
	*7. Class project utilizing school as a lab.	7. Filmstrip: The American Indian Today.
		8. Sound filmstrip: Civil Disobedience.
		9. Tape recording: Rights in Conflict.
		10. Tape recording: Civil Liberties vs. Police Power.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
NINTH GRADE SOCIAL STUDIES	9	* Minimal Performance Objectives
V - Conflict and Its Resolution (continued)		B. Specific Objectives -- affective

As a result of the study, the student should demonstrate:

1. Acceptance of conflict as inherent in human affairs.

2. A willingness to examine his or her own conflicts, their causes, and the consequences of his or her reaction to them.

3. A willingness to take a conscious stand on the value of one method of resolving a specific conflict over another.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	Concept-Inventory Pre-and post-test (see teacher manual)	More Means Less: MacMillan
	*1. Dual matching test.	1. Game - Strike.
	*2. Test: identification essay.	2. Sound filmstrip: Right Face, Left Fact: The Anatomy of Activist Groups in the USA.
	*3. Given series of conflict situations, student will identify which of these elements are present in each situation.	3. Tape recording: Kennedy/Nixon: Face to Face.
		4. 16mm film: The Great Debate: Lincoln vs. Douglas (U of M - Approximately $8.50).
	*4. Given list of methods, determine which are culturally approved, which are culturally disapproved.	5. Tape recording: J. DeVito, Depolarization.
	*5. Group analysis of given list of resolutions.	6. Tape recording: The Roots of Dissent.
	*6. Class discussion.	7. Filmstrip: The American Indian Today.
	*7. Class project utilizing school as a lab.	8. Sound filmstrip: Civil Disobedience.
		9. Tape recording: Rights in Conflict.
		10. Tape recording: Civil Liberties vs. Police Power.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
NINTH GRADE SOCIAL STUDIES	9	* Minimal Performance Objectives

VI - Human Dignity

A. Specific Objectives -- cognitive

As a result of the study, the student should be able to:

*1. Define and illustrate: equality, essence, freedom, free will, human dignity, human rights, moral, reason, responsibility, uniqueness, value.

*2. Distinguish between: human beings and animals; conscious and self-conscious beings; objective and subjective existence.

*3. Establish relationships between human dignity and freedom and equality.

*4. Defend human dignity as a value necessary for the attainment of goals in a democratic society.

*5. On the basis of personal experience, make a tentative judgment about the belief in human dignity in this society.

6. Hypothesize about the human condition in the presence and absence of the belief in human dignity.

7. Explain one way of deciding what to value.

8. Defend humans as superior beings by citing their unique qualities and capabilities.

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INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	Concept-Inventory Pre and post-test (see teacher manual)	The Crux of the Matter: MacMillan
	*1. Dual matching test.	1. Sound filmstrip: Conflicts in American Values.
	*2. Given descriptions, student will correctly identify.	2. Sound filmstrip: Values for Teenagers.
	*3. Small group task.	3. Filmstrip: Do You Win Friends and Lose Arguments?
	*4. Homework essay assignment.	4. Tape recording: The Greeks ask Questions (logic)
	*5. Class discussion.	5. Kit – Coping with Life (2 parts) (sound-slide sets).
		6. Kit-Man: The Measure of All Things (3 parts).
		7. 16mm film: Learning and Behavior: What Makes Us Human? (Oakland Schools)
		8. Tape recording: Normal Behavior.
		9. Tape recording: The Legacy of Trancendentalism.
		10. Tape recording: Existentialism.
		11. Sound filmstrip: The Philosophy of Marxist Socialism.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
NINTH GRADE SOCIAL STUDIES	9	* Minimal Performance Objectives

VI - Human Dignity
(continued)

B. Specific Objectives -- affective

As a result of the study, the student should be able and willing to:

1. Examine his or her own feelings about the concept of human dignity.

2. Share these feelings with others in the group.

3. Consider the basis on which the feelings and attitudes were developed.

4. Reflect on past behavior as it applies to human dignity.

5. Defend his or her own worth and value as an individual.

6. Protest a statement or action by other people that denies the dignity of human beings.

7. Resist speaking or acting in ways that deny a belief in human dignity.

8. Accept the need for rational decision making when deciding what ideas to believe.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	Concept-Inventory Pre and post-test (see teacher manual)	The Crux of the Matter: MacMillan
	*1. Dual matching test.	1. Sound filmstrip: Conflicts in American Values.
	*2. Given descriptions, student will correctly identify.	2. Sound filmstrip: Values for Teenagers.
	*3. Small group task.	3. Filmstrip: Do You Win Friends and Lose Arguments?
	*4. Homework essay assignment.	4. Tape recording: The Greeks ask Questions (logic)
	*5. Class discussion.	5. Kit – Coping with Life (2 parts) (sound-slide sets).
		6. Kit-Man: The Measure of All Things (3 parts).
		7. 16mm film: Learning and Behavior: What Makes Us Human? (Oakland Schools)
		8. Tape recording: Normal Behavior.
		9. Tape recording: The Legacy of Trancendentalism.
		10. Tape recording: Existentialism.
		11. Sound filmstrip: The Philosophy of Marxist Socialism.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
NINTH GRADE SOCIAL STUDIES	9	* Minimal Performance Objectives

Concepts Study:
Semester II
(4 units required;
mandatory units
denoted by *)

*I - Empathy

A. Specific Objectives -- cognitive

As a result of the study, the student should be able to:

*1. Define and illustrate: empathy, objectivity, sympathy, value.

*2. Distinguish between empathy and: agreement, ethnocentrism, identification, self-interest, sympathy.

*3. Identify the presence of the concept empathy in a particular instance of human interation.

*4. Cite an example of how ethnocentrism is a deterrent to empathy.

*5. Cite examples of how empathy can be used between individuals, groups, and nations.

6. Explain laws as formal statements of values.

B. Specific Objectives -- affective

As a result of the study, the student should demonstrate:

1. An awareness of the feelings of others in a conflict situation.

2. An interest in additional information needed to understand a different point of view.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	Concept Inventory Pre and post-test (see teacher manual)	A Walk in My Neighbor's Shoes: MacMillan.
	*1. Dual matching test. *2. Test: identification essay. *3. Students will identify through a series of role-playing situations. *4. Class discussion. *5. Homework assignment.	1. Sound filmstrip: The Search for Black Identity: Proud Heritage from West Africa. 2. Filmstrip: America's Old World Background. 3. Tape recording: Across The Color Line. 4. Filmstrip: The Negro in U. S. History. 5. Tape recording: Remember the Alamo (Oakland Schools). 6. 16mm film: U. S. Expansion: Texas and the Far Southwest (Oakland Schools). 7. 16mm film: The Forgotten American (U of M - approximately $8.00).

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
NINTH GRADE SOCIAL STUDIES	9	* Minimal Performance Objectives
*I - Empathy (continued)		B. Specific Objectives -- affective (continued) 3. A willingness to defend empathy as a value to be held. 4. An interest in examining a variety of viewpoints on a controversial issue, for the purpose of forming a personal decision on a just resolution. 5. An ability to form judgments as to how empathetic behavior can be related to the achievement of democratic goals. 6. A willingness to consider a change in attitude toward an opposing viewpoint when faced with new and verified information.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	Concept Inventory Pre and post-test (see teacher manual)	A Walk in My Neighbor's Shoes: MacMillan.
	*1. Dual matching test.	1. Sound filmstrip: The Search for Black Identity: Proud Heritage from West Africa.
	*2. Test: identification essay.	2. Filmstrip: America's Old World Background.
	*3. Students will identify through a series of role-playing situations.	3. Tape recording: Across The Color Line.
	*4. Class discussion.	4. Filmstrip: The Negro in U.S. History.
	*5. Homework assignment.	5. Tape recording: Remember the Alamo (Oakland Schools).
		6. 16mm film: U.S. Expansion: Texas and the Far Southwest (Oakland Schools).
		7. 16mm film: The Forgotten American (U of M - approximately $8.00).

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
NINTH GRADE SOCIAL STUDIES *II - Careers	9	A. Students will participate in activities designed to increase their awareness and understanding of their personal interests and values. 1. Students will review the results of the preference test and will discuss the results as an indication of personal interests. (Test is taken in the 8th grade and is available in student files) 2. Students will complete and discuss a minimum of three values clarification exercises taken from the handbook. (79 available from which to choose depending on preference) 3. Students will complete all tasks required in one of the 26 units available in Choices. B. Students will identify occupations most likely to satisfy their interest areas. 1. Students will participate in a two-day, department-wide career seminar. 2. Students will participate in class discussions designed to consider alternative career possibilities. C. Students will identify various personal and vocational requirements which correlate with their interests. 1. Based on one and two above. 2. Students will demonstrate their ability to use the several career resources available in the media center in seeking information about possible career alternatives. a. Occupational Outlook Handbook b. Dictionary of Occupational Titles c. Encyclopedia of Careers

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Individualized review of the test results and written student reaction paper.	Teacher observation in 1-1 discussion with student.	Differential Aptitude Values Clarification Handbook. Choices A. Series of 26 units B. Values and career oriented
2. These are written exercises, not tests.	Teacher-observed discussion after students complete exercises.	Speakers Media center
3. Students will be required to read, complete written exercises and participate in discussions related to these tasks.	Teacher evaluation of written work.	A. Occupational Outlook Handbook B. Dictionary of Occupational Titles C. Encyclopedia of Careers D. Series of specific job-related filmstrips.
4. Teacher can set up a speaker seminar. Have students ask their parents. Students will plan for the speakers.	Teacher observation of students. Have students write evaluations of each speaker according to an established criteria	
5. Small groups		
6. See one and two above.	Teacher observation.	
7. Library activity will be explained by media personnel.	Teacher evaluation of related activites.	

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
		1. Sound filmstrip: The A.B.C's of Getting and Keeping a Job. 2. Filmstrip: Looking at Business Careers. 3. Tape recording: Planning Beyond High School. 4. Sound filmstrip: World of Work series, Sets I and II. 5. Sound filmstrip: Jobs and Gender. 6. Reference books: Dictionary of Occupational Titles; Encyclopedia of Careers and Related Occupations; Occupational Outlook Handbook. 7. Game: Life Career. 8. D.O.T. and Careers pamphlets (large selection).

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
NINTH GRADE SOCIAL STUDIES	9	* Minimal Performance Objectives
*III - Social Control		A. Specific Objectives -- cognitive

As a result of the study, the student should be able to:

*1. Define and illustrate: folkways, mores, mutual benefit, public opinion, social norm, social order, social disorganization, social sanction, society, taboo, values.

*2. Cite at least one similarity and one difference among folkways, mores, and taboos.

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*3. Distinguish between social order and social disorder, positive sanctions and negative sanctions.

*4. Name a variety of agents of social control and describe their functions.

5. Given a variety of examples of norms, classify them as folkways, mores, or taboos.

6. Express a meaningful relationship between social control and freedom, order, social needs, social values.

7. Make a judgment about the degree of social control in his or her own social setting.

8. Appraise the possibility of attaining "ideal" social control in his or her own school setting.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	Concept Inventory Pre and post-test (see teacher manual)	Society Says: MacMillan
	*1. Dual matching test.	1. Tape recording: Ads: Hidden Messages.
	*2. True-false or multiple choice test.	2. Tape recording: Friendly Persuasion: Propaganda Types.
	*3. Given a list of examples, students will identify.	3. Tape recording: Propaganda, Politics and Society.
	*4. Name the agents and match with given descriptions of their functions.	4. Kit: The Teenager and the Police: Conflict and Paradox (Oakland Schools).
		5. Kit: Behavior Management in the Home: Parent (Oakland Schools).
		6. Kit: Neighborhoods (Oakland Schools).
		7. Tape recording: The First Amendment and the Press.
		8. Sound filmstrip: The Newspaper in America.
		9. Sound filmstrip: The Alienated Generation.
		10. Sound filmstrip: All the Lonely People: A Study of Alienation.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
NINTH GRADE SOCIAL STUDIES	9	* Minimal Performance Objectives
*III - Social Control (continued)		B. Specific Objectives -- affective As a result of the study, the student should demonstrate: 1. A willingness to accept the idea that in any society, some norms must exist. 2. A recognition of the need for both positive and negative sanction. 3. A willingness to judge the worth of a specific control in terms of the values and needs of the society. 4. An awareness of the necessity in a democratic society of working toward a balance between freedom and restraint when determining social controls. 5. A willingness to consider the consequences of a "normless" society.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	Concept Inventory Pre and post-test (see teacher manual)	Society Says: MacMillan
	*1. Dual matching test.	1. Tape recording: Ads: Hidden Messages.
	*2. True-false or multiple choice test.	2. Tape recording: Friendly Persuasion: Propaganda Types.
	*3. Given a list of examples, students will identify.	3. Tape recording: Propaganda, Politics and Society.
	*4. Name the agents and match with given descriptions of their functions.	4. Kit: The Teenager and the Police: Conflict and Paradox (Oakland Schools).
		5. Kit: Behavior Management in the Home: Parent (Oakland Schools).
		6. Kit: Neighborhoods (Oakland Schools).
		7. Tape recording: The First Amendment and the Press.
		8. Sound filmstrip: The Newspaper in America.
		9. Sound filmstrip: The Alienated Generation.
		10. Sound filmstrip: All the Lonely People: A Study of Alienation.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
NINTH GRADE SOCIAL STUDIES	9	* Minimal Performance Objectives
IV - Social Change		A. Specific Objectives -- cognitive

As a result of the study, the student should be able to:

*1. Define and give an example of: culture, diffusion, innovation, invention, leadership, reform, revolution, social movement, society, technology.

*2. Define, illustrate and explain the role of institution, culture, and society in the process of social change.

*3. Differentiate between innovation and invention, reform and revolution, material and non-material culture, planned and unplanned social change, internal and external sources of change.

*4. Identify one element of our culture that has resulted from slow change over a long period of time and one that has developed rapidly.

*5. Identify and illustrate how social change has been influenced by inventions and innovations, population changes, natural resources, social movements, leadership.

6. Using an original example of social change, illustrate the multiplicity of cause and effect.

7. Using an instance of social change in current American society, cite a specific and serious issue or problem that has resulted from the change.

C

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	Concept Inventory Pre and post-test (see teacher manual)	Never the Same River Twice: MacMillan
	*1. Dual matching test.	1. Sound filmstrip: The 1960's: A Decade of Hope and Despair.
	*2. Class discussion.	
	*3. Given examples, students will identify.	2. Tape recording: Kennedy, Robert - The Cities: Pressure Points in our Society.
	*4. Homework assignment; class discussion, follow-up.	3. Filmstrip: Women in an Era of Change.
	*5. Given a "social change", students will identify through small group task.	4. Tape recording: Women's Liberation: The Sounds, Personalities, and Events of the 20th Century.
		5. Transparencies: World History of Life on Earth.
		6. Sound filmstrip: Zero Population Growth: Hope for Future Generations.
		7. Sound filmstrip: Would You Believe Tomorrow?
		8. Tape recording: 2001 Revisited: an Interview with Arthur C. Clarke.
		9. 16mm film: Future Shock (Oakland Schools).
		10. Game: Cope.
		11. Tape recording: The Universe in 1984.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
NINTH GRADE SOCIAL STUDIES	9	* Minimal Performance Objectives
IV - Social Change (continued)		A. Specific Objectives -- cognitive (continued) 8. Apply what has been learned about social change to a new situation. 9. Develop a hypothesis related to the nature of social change in the next decade and support it with logical reasoning. B. Specific Objectives -- affective As a result of the study, the student should demonstrate a willingness to: 1. Accept the fact that change is inherent in the human condition. 2. Accept the fact that social change is neutral in the mind of the social scientist, and described as "good" or "bad" only by individuals from their own viewpoint. 3. Speculate about the future in a world that will continue to change.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	Concept Inventory Pre and post-test (see teacher manual)	Never the Same River Twice: MacMillan
	*1. Dual matching test. *2. Class discussion. *3. Given examples, students will identify. *4. Homework assignment; class discussion, follow-up. *5. Given a "social change", students will identify through small group task.	1. Sound filmstrip: The 1960's: A Decade of Hope and Despair. 2. Tape recording: Kennedy, Robert - The Cities: Pressure Points in our Society. 3. Filmstrip: Women in an Era of Change. 4. Tape recording: Women's Liberation: The Sounds, Personalities, and Events of the 20th Century. 5. Transparencies: World History of Life on Earth. 6. Sound filmstrip: Zero Population Growth: Hope for Future Generations. 7. Sound filmstrip: Would You Believe Tomorrow? 8. Tape recording: 2001 Revisited: an Interview with Arthur C. Clarke. 9. 16mm film: Future Shock (Oakland Schools). 10. Game: Cope. 11. Tape recording: The Universe in 1984.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
NINTH GRADE SOCIAL STUDIES	9	* Minimal Performance Objectives

V - Institutions

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A. Specific Objectives -- cognitive

As a result of the study, the student should be able to:

*1. Define and illustrate: association, basic need, culture, institution.

*2. Distinguish between institution and: association, group, society.

*3. Name the five universal institutions and explain how each reflects the basic needs of human beings.

*4. Given a specific institution in United States society, cite evidence that it is changing to fulfill changing societal needs.

*5. Defend the statement, "In any society, institutions are essential to the welfare of its members."

6. Demonstrate that an institution tends to be: responsive to the needs of society, organized and patterned, stable yet open to change, regulative of behavior, interrelated with other institutions.

7. Cite examples of the interrelationships between and among institutions.

8. Identify at least one apparent trend in each of the five types of institutions in the United States today and cite possible reasons for each trend.

9. Given a major change in one U.S. institution, predict necessary changes in other institutions.

10. Support with evidence a judgment of the success of U. S. institutions in fulfilling societal needs.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	Concept Inventory Pre and post-test (see teacher manual) *1. Dual matching test. *2. Identification essay. *3. Name the institutions and match with given descriptions. *4. Small group analysis.	The Invisible Castle: MacMillan 1. Sound filmstrip: The Caretakers: A Study of Government Agencies and Their Influence on Your Life. 2. Sound filmstrip: American Political Party System. 3. Tape recording: Everett Dirkson: The Two-Party System in America. 4. 16mm films: The Selling of the Pentagon and The Rebuttal of the Selling of the Pentagon - U of M (approximately $8.50 each). 5. Tape recording: The History of American Puritanism. 6. Kit: The Welfare Dilemma (Oakland Schools). 7. Kit: The American Drean Myth or Reality (Oakland Schools).

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
NINTH GRADE SOCIAL STUDIES	9	* Minimal Performance Objectives
V - Institutions (continued)		B. Specific Objectives -- affective

As a result of the study, the student should demonstrate:

1. A willingness to consider the institutions of other peoples, times, and places as reflections of their own particular needs, wants and desires.

2. An increase in awareness of people's common needs and an acceptance of the different ways of satisfying those needs.

3. A willingness to defend an institution as a valuable way of patterning a society.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
		8. Transparencies: a. Family Cycle and Values b. Causes and Effects of Family Disharmony c. Family Values (all from Oakland Schools) 9. 16mm films: And No Bells Ring (education); Education in America: 20th Century Development (U of M - approximately $8.00 each).

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
NINTH GRADE SOCIAL STUDIES	9	* Minimal Performance Objectives

VI - Geography

A. Specific Objectives -- cognitive

As a result of the study, the student should be able to:

*1. Define and illustrate: area, areal association, chronological, chorographical, ecosystem, geography, geographical determinist, homogeneous region, habitat, quantitative, region, spatial context, topography.

*2. Name and explain various categories for classifying regions.

*3. On the basis of given criteria, note differences in two regions.

4. Distinguish among biotic, physical, and cultural change.

5. Apply his or her knowledge of the aims of geography to a given problem.

B. Specific Objectives -- affective

As a result of the study, the student should demonstrate:

1. An increasing sensitivity to the causes and the consequences of human interaction with the ecosystem.

2. An acceptance of the need to think geographically when analyzing action in the past and present.

3. That he or she rates geographic thinking as a valuable way of integrating social studies knowledge.

4. A willingness to judge personal behavior as it affects or is affected by the physical and biotic environment.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	Concept Inventory Pre and post-test (see teacher manual)	View of a Small Planet: MacMillan
	*1. Dual matching test. *2. Objective test. *3. Small group task.	1. Reference Book: The National Atlas of the United States. 2. Sound filmstrip: Nations of Today series. 3. Filmstrip set: Michigan - Land and People. 4. Visual history wall maps. 5. 16mm films - a. Maps and their Uses b. Map Skills: Using Different Maps Together c. Graphs: Understanding and Using Them (all from Oakland Schools) 6. Tape recording: The Politics of Environment - Edmund Muskie. 7. Tape recording: Man and his Environment - S. Dillon Repley. 8. Game: ADAPT - Physical Environment and History.

AMERICAN HISTORY

Introduction: The American History program focuses on history as a process of inquiry as well as a narrative of men, events, and group interactions. Content begins with the First Americans and extends beyond the seventies with an imaginary glimpse of the new century. Throughout, performance of inquiry tasks and development of inquiry skills are stressed. Students analyze conflicting interpretations and make judgments based on the historical, analytical and procedural concepts they have learned.

Goals: This program is designed to provide opportunities for students:

To increase their knowledge of America's past.

To improve their ability to think independently. Independent thinking is conceived as a set of describable mental tasks involving the use of intellectual skills. Mental tasks include distinguishing between fact and opinion, problem recognition, hypothesis formation and testing, outcome, and making judgments. In order to accomplish these tasks, it is necessary to develop the intellectual skills of asking probing questions and making inferences.

To increase students' conceptual framework including historical, analytical, and procedural concepts.

Interrelationships: The inquiry model is a logical extension of our Rationale in that "reliable beliefs are achieved by following the accepted canons of empirical inquiry, logical reasoning, and humanistic valuing; procedures clearly rooted in the twin values of rational process and human dignity." (pg. 1) The American History program provides opportunities to further reinforce citizenship, futurism, roles, and valuing as outlined in the departmental goals.

Several of the concepts introduced in the ninth grade program provide the means whereby the American History program can further develop the skills of independent thinking. Examples of these include: Comparative Advantage, Cause and Effect, Conflict and Its Resolution.

TOPIC | GRADE LEVEL | PERFORMANCE OBJECTIVES IN MEASURABLE TERMS

AMERICAN HISTORY

(required course)

10, 11, or 12

* Minimal Performance Objectives

First Americans

C

UNIT ONE - Assignments 1 - 6

*1. Students shall be able to identify three functions of the historical hypothesis.

*2. Students shall be able to correctly define the term historical inference.

*3. Students shall be able to correctly identify the three stages through which the process of historical inquiry progresses.

*4. Students shall be able to correctly define the terms concept, values, and social attitudes.

*5. Students shall be able to correctly outline the circumstances under which historical judgments are made.

*6. Students shall be able to correctly explain how value conflicts are resolved.

UNIT ONE - Assignments 7 - 10

*1. Students shall be able to correctly identify the basis of trade between Europe and the North American Indians in the 17th century.

*2. Students shall be able to correctly identify the middlemen in trade between Europe and the Indians during the 17th century.

*3. Students shall be able to correctly characterize relations between the Indians and Europe during the 17th century.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	1. Episodes in American History: pre and post-test.	1. Ginn: Episodes in American History (1973)
	2. The inquiry method, by definition, is a step-by-step evaluatory scheme.	2. Print Bibliography by chapter.
	3. Unit tests provided by publisher.	3. Non-print Bibliography by chapter.
	4. Comprehension and reinforcement activities as a fundamental part of the inquiry approach:	4. Filmstrips, records, transparancies (Ginn).
	a. analysis and interpretation of raw historical data.	
	b. interpretation of case studies.	
	c. questions to review, to test, to apply what has been learned.	
	d. charts, graphs, etc., to interpret.	

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
AMERICAN HISTORY	10, 11 or 12	* Minimal Performance Objectives

First Americans (continued)

UNIT ONE - Assignments 7 - 10 (continued)

*4. Students shall be able to correctly identify the European institution that had the greatest impact on the culture of the Indians.

*5. Students shall be able to correctly identify the boundary between Indian country and the European settlements as established by the Proclamation of 1763.

*6. Students shall be able to correctly determine the reason why Pontiac was able to unite the different tribes against the English.

Euro-Americans

UNIT TWO

*1. Students shall be able to define frame of reference.

*2. Students shall be able to correctly determine the basis of English claims to North America.

*3. Students shall be able to list three reasons why Englishmen emigrated to America.

*4. Students shall be able to correctly list three reasons given by the English Parliament for regulating trade and industry in the colonies.

*5. Students shall be able to correctly identify the most important political issue in colonial American in 1760.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	1. Episodes in American History: pre and post-test.	1. Ginn: Episodes in American History (1973)
	2. The inquiry method, by definition, is a step-by-step evaluatory scheme.	2. Print Bibliography by chapter.
	3. Unit tests provided by publisher.	3. Non-print Bibliography by chapter.
	4. Comprehension and reinforcement activities as a fundamental part of the inquiry approach: a. analysis and interpretation of raw historical data. b. interpretation of case studies. c. questions to review, to test, to apply what has been learned. d. charts, graphs, etc., to interpret.	4. Filmstrips, records, transparancies (Ginn).

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
AMERICAN HISTORY	10, 11 or 12	* Minimal Performance Objectives

Afro-Americans

UNIT THREE

*1. Students shall be able to correctly name at least two coastal regions of Africa that supplied large numbers of slaves to North American colonies.

*2. Students shall be able to correctly identify three conditions responsible for the growth of the Atlantic slave trade.

*3. Students shall be able to describe one aspect of the Atlantic slave trade that accurately describes the conditions under which slaves were brought to this country.

*4. Students shall be able to correctly identify when Blacks first began to resist the Atlantic slave trade.

*5. Students shall be able to correctly identify what group of Englishmen first protested the slave trade.

American Revolution

UNIT FOUR

*1. Students shall be able to correctly identify the largest problem facing Britain at the end of the Seven Year's War in 1763.

*2. Students shall be able to correctly name at least two British laws that the colonial Americans protested between 1760-1770.

*3. Students shall be able to correctly identify at least two incidents that occurred in Boston during the winter of 1769-1770.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	1. Episodes in American History: pre and post-test.	1. Ginn Episodes in American History (1973)
	2. The inquiry method, by definition, is a step-by-step evaluatory scheme.	2. Print Bibliography by chapter.
		3. Non-print Bibliography by chapter.
	3. Unit tests provided by publisher.	4. Filmstrips, records, transparancies (Ginn).
	4. Comprehension and reinforcement activities as a fundamental part of the inquiry approach: a. analysis and interpretation of raw historical data. b. interpretation of case studies. c. questions to review, to test, to apply what has been learned. d. charts, graphs, etc., to interpret.	

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
AMERICAN HISTORY	10, 11 or 12	* Minimal Performance Objectives

American Revolution (continued)

UNIT FOUR (continued)

*4. Students shall be able to correctly characterize Britain's policy toward America in 1771 as being conciliatory.

*5. Students shall be able to correctly identify the grounds on which the Declaration of Independence justified revolution.

*6. Students shall be able to correctly explain why the American victory at Saratoga was a turning point in the American Revolutionary War.

*7. Students shall be able to correctly determine whether the states or the national government had the most power under the Articles of Confederation.

The New Nation

UNIT FIVE

*1. Students shall be able to correctly identify at least two major problems facing America between 1783 and 1788.

*2. Students shall be able to correctly name the strongest difference between the Articles of Confederation and the Constitution.

*3. Students shall be able to correctly identify the main disagreement between Jefferson and Hamilton.

*4. Students shall be able to correctly identify the divisions in American foreign policy along geographical lines.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	1. Episodes in American History: pre and post-test.	1. Ginn: Episodes in American History (1973)
	2. The inquiry method, by definition, is a step-by-step evaluatory scheme.	2. Print Bibliography by chapter.
	3. Unit tests provided by publisher.	3. Non-print Bibliography by chapter.
	4. Comprehension and reinforcement activities as a fundamental part of the inquiry approach: a. analysis and interpretation of raw historical data. b. interpretation of case studies. c. questions to review, to test, to apply what has been learned. d. charts, graphs, etc., to interpret.	4. Filmstrips, records, transparancies (Ginn).

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
AMERICAN HISTORY	10, 11 or 12	* Minimal Performance Objectives
The New Nation (continued)		UNIT FIVE (continued) *5. Students shall be able to correctly identify at least two American foreign policy objectives between 1788 and 1823. *6. Students shall be able to correctly name at least two routes used by Americans in moving west from 1800 - 1830. *7. Students shall be able to correctly name three countries from which the United States acquired new territory between 1800 - 1860.
Reform: Past and Present		UNIT SIX (no minimal objectives)

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	1. Episodes in American History: pre and post-test.	1. Ginn: Episodes in American History (1973)
	2. The inquiry method, by definition, is a step-by-step evaluatory scheme.	2. Print Bibliography by chapter.
	3. Unit tests provided by publisher.	3. Non-print Bibliography by chapter.
	4. Comprehension and reinforcement activities as a fundamentâl part of the inquiry approach:	4. Filmstrips, records, transparancies (Ginn).
	a. analysis and interpretation of raw historical data.	
	b. interpretation of case studies.	
	c. questions to review, to test, to apply what has been learned.	
	d. charts, graphs, etc., to interpret.	

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
AMERICAN HISTORY	10, 11 or 12	* Minimal Performance Objectives
Civil War and Reconstruction		UNIT SEVEN *1. Students shall be able to correctly identify the main reason Lincoln issued the Emancipation Proclamation. *2. Students shall be able to correctly identify which law finally settled the legal status of slavery in the United States. *3. Students shall be able to correctly summarize President Lincoln's intended policy toward the defeated southern states. *4. Students shall be able to correctly identify the most serious problem faced by the entire country during Reconstruction. *5. Students shall be able to correctly identify at least two objectives of the Radical Republican program of reconstruction. *6. Students shall be able to correctly specify when the Reconstruction ended.
Making of Industrial America		UNIT EIGHT - Assignments 1 - 5 *1. Students shall be able to correctly define the concepts of rationalization, division of labor, specialization, coordination. *2. Students shall be able to correctly identify the general time period of the great age of railroad building in the United States. *3. Students shall be able to correctly describe the farmers' response to industrialization.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	1. Episodes in American History: pre and post-test.	1. Ginn: Episodes in American History (1973)
	2. The inquiry method, by definition, is a step-by-step evaluatory scheme.	2. Print Bibliography by chapter.
	3. Unit tests provided by publisher.	3. Non-print Bibliography by chapter.
	4. Comprehension and reinforcement activities as a fundamental part of the inquiry approach: a. analysis and interpretation of raw historical data. b. interpretation of case studies. c. questions to review, to test, to apply what has been learned. d. charts, graphs, etc., to interpret.	4. Filmstrips, records, transparancies (Ginn).

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
AMERICAN HISTORY	10, 11 or 12	* Minimal Performance Objectives
Making of Industrial America (continued)		

UNIT EIGHT - Assignments 1 - 5 (continued)

*4. Students shall be able to list at least two changes experienced by American industrial workers from 1870 - 1910.

*5. Students shall be able to correctly name the typical response Americans had to the changes brought about by the industrial revolution.

*6. Students shall be able to correctly identify at least two goals or policies of the A. F. of L.

UNIT EIGHT - Assignments 6 - 9

*1. Students shall be able to correctly define the "melting pot" metaphor.

*2. Students shall be able to correctly identify the most important reason for the great increase of European immigration to America between 1870 - 1920.

*3. Students shall be able to correctly identify what area from which most immigrants were coming by 1900.

4. Students shall be able to correctly name at least two arguments used by those who favored immigration restrictions.

*5. Students shall be able to correctly identify the reason why masses of people moved into the cities between 1860 and 1910.

*6. Students shall be able to correctly list at least two major urban problems of the late 19th century.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	1. Episodes in American History: pre and post-test.	1. Ginn: Episodes in American History (1973)
	2. The inquiry method, by definition, is a step-by-step evaluatory scheme.	2. Print Bibliography by chapter.
	3. Unit tests provided by publisher.	3. Non-print Bibliography by chapter.
	4. Comprehension and reinforcement activities as a fundamental part of the inquiry approach: a. analysis and interpretation of raw historical data. b. interpretation of case studies. c. questions to review, to test, to apply what has been learned. d. charts, graphs, etc., to interpret.	4. Filmstrips, records, transparancies (Ginn).

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
AMERICAN HISTORY	10, 11 or 12	* Minimal Performance Objectives

20th Century America

UNIT NINE - Assignments 1 - 5

*1. Students shall be able to correctly name **at least two social evils recognized by** the "Progressive" reformers between 1900 and 1917.

*2. Students shall be able to identify the main purpose of Progressive political reforms.

*3. Students shall be able to correctly identify the reason why the Northern Securities case of 1904 was important.

*4. Students shall be able to correctly name at least two causes with which President Roosevelt identified himself.

*5. Students shall be able to correctly define Roosevelt's concept of "New Nationalism."

*6. Students shall be able to correctly define Wilson's concept of "New Freedom."

*7. Students shall be able to correctly name the main reason why the U. S. entered World War I in 1917.

UNIT NINE - Assignments 6 - 10

*1. Students shall be able to list at least two arguments Wilson used to convince the Senate to vote for the League of Nations.

*2. Students shall be able to correctly identify the main purpose of the Lodge Reservation.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	1. Episodes in American History: pre and post-test.	1. Ginn: Episodes in American History (1973)
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TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
AMERICAN HISTORY	10, 11 or 12	* Minimal Performance Objectives

20th Century America (continued)

UNIT NINE - Assignments 6 - 10 (continued)

*3. Students shall be able to correctly list at least two reasons why the new life styles of the 1920's developed.

*4. Students shall be able to correctly list at least two things Hoover did to combat the Great Depression.

*5. Students shall be able to correctly identify at least two social consequences of the Great Depression.

*6. Students shall be able to correctly summarize United States policy objectives and Japanese policy objectives in the Far East during the 1930's.

UNIT NINE - Assignments 11 - 17

*1. Students shall be able to correctly identify the main argument in support of using atom bombs against Japan in 1945.

*2. Students shall be able to correctly identify the main purpose of the Truman Doctrine.

*3. Students shall be able to correctly identify the purpose of the Eisenhower Doctrine.

*4. Students shall be able to correctly identify the first modern civil rights action taken by blacks that received national attention.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	1. Episodes in American History: pre and post-test.	1. Ginn: *Episodes in American History* (1973)
	2. The inquiry method, by definition, is a step-by-step evaluatory scheme.	2. Print Bibliography by chapter.
	3. Unit tests provided by publisher.	3. Non-print Bibliography by chapter.
	4. Comprehension and reinforcement activities as a fundamental part of the inquiry approach: a. analysis and interpretation of raw historical data. b. interpretation of case studies. c. questions to review, to test, to apply what has been learned. d. charts, graphs, etc., to interpret.	4. Filmstrips, records, transparancies (Ginn).

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
AMERICAN HISTORY	10, 11 or 12	* Minimal Performance Objectives

20th Century America (continued)

UNIT NINE - Assignments 11 - 17 (continued)

*5. Students shall be able to correctly identify the man most closely identified with the modern non-violent civil rights movement.

*6. Students shall be able to correctly explain the principle of "one more step" as it relates to U. S. involvement in Vietnam.

*7. Students shall be able to correctly define Johnson's concept of the "Great Society."

*8. Students shall be able to correctly define Nixon's concept of the New Federalism.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	1. Episodes in American History: pre and post-test.	1. Ginn: Episodes in American History (1973)
	2. The inquiry method, by definition, is a step-by-step evaluatory scheme.	2. Print Bibliography by chapter.
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	4. Comprehension and reinforcement activities as a fundamental part of the inquiry approach: a. analysis and interpretation of raw historical data. b. interpretation of case studies. c. questions to review, to test, to apply what has been learned. d. charts, graphs, etc., to interpret.	4. Filmstrips, records, transparancies (Ginn).

AMERICAN GOVERNMENT

Introduction:

American Political Behavior brings together the behavioral "approach" to the study of politics and the knowledge acquired by political scientists. The relationships of social factors to political behavior are emphasized in the course. Students study the political process in terms of several basic social science concepts: Political culture, political socialization, social class, status, role, and decision-making. The relationships among these concepts are stressed, so that students learn how to construct and apply conceptual frameworks to the organization and interpretation of information.

Goals:

Increasing student capability to perceive politically relevant experiences.

Developing student ability to determine the grounds for confirmation or rejection of propositions about politics.

Developing student capability to formulate and use concepts, descriptions, and explanations about political behavior.

Developing student ability to consider rationale value claims and to make reasoned value judgments.

Increasing student capability to assess the likely costs and rewards of particular types of political activities.

Reinforcing democratic political beliefs such as respect for the rights of individuals, support for majority-rule practices, acceptance of civic responsibility, etc.

Interrelationships:

These goals are consistent with and represent an extension of the departmental goals as spelled out in the Rationale. For example, the American Political Behavior program focuses on citizenship, roles and the valuing process; three of the goals outlined in the Rationale. In more general terms, the stated relationships among knowledge, abilities, valuing and social participation in both the Rationale and the American Political Behavior remain wholly consistent.

Interrelationships:
(continued)

This consistency is further extended through the interrelationship of the 9th grade conceptual program with the American Political Behavior. For example, the American Political Behavior program provides opportunities to reinforce such concepts as Comparative Advantage, Cause and Effect, Conflict and its Resolution, Social Control, Social Change and Institution.

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
AMERICAN GOVERNMENT (required course) Introduction to the Study of Political **Decision-Makers**	11 - 12	* Minimal Performance Objectives At the conclusion of this course of study, the following results should be achieved: *1. Students can identify examples of government regulations and examples of goods and **services provided by government.** *2. Students can demonstrate their understanding of the widespread impact of government by citing ways in which government affects daily activities of Americans. *3. Students can demonstrate to the teacher's satisfaction that they understand the meaning of the following generalizations: a. The United States has a constitutional government. b. The United States has a democratic-republican form of government. c. The United States has a federal system of government. d. Power is separated among various branches of the Federal government. e. The three branches of the Federal government check and balance one another. *4. Students can identify and provide acceptable definitions of three concepts used in Unit Four: role, recruitment, and decision-making. *5. Given a list of positions, students can discriminate between those that are examples of political decision-making and those that are unofficial political specialists.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	1. A.P.B. Achievement Test: pre- and post-test. 2. Periodic standardized tests provided by publisher. 3. Sectional quizzes (for test, review, remediation). 4. Comprehension and reinforcement activities suggested periodically in student materials: a. comparative case studies. b. analyses of historical events. c. questions to review, to test, to apply what has been learned. d. charts, graphs, etc., to interpret.	1. Ginn: American Political Behavior, Book II (1974) 2. Print Bibliography by chapter. 3. Film Bibliography by chapter. 4. Transparancies (Ginn) 5. Simulation games: a. City Hall b. Influence c. Bottleneck and 9th Justice (Ginn)

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
AMERICAN GOVERNMENT	11 - 12	* Minimal Performance Objectives
Decision Makers (continued)		*6. Students can provide an acceptable definition of the term "political decision" and are able to link it to the term "accommodational decision".
The Presidential Role		*7. Students can identify qualities they believe are important for a President to have.
		*8. Students can identify three "formal" rules affecting the recruitment of Presidents.
		*9. Students are able to identify "informal" rules affecting the recruitment of Presidents.
		*10. Students are able to identify ways in which Presidents learn to play the presidential role.
		*11. Students can identify some contraints on the presidential role.
		*12. Students can identify some aspects of the presidential role.
		*13. Students can identify the following factors that influence presidential decision making: a. Circumstances of the decision. b. Individual characteristics of decision-makers. c. Other limitations.
The Congressional Role		*14. Students can identify three "formal" rules that affect the recruitment of congressmen.
		*15. Students can identify "informal" rules that affect the recruitment of congressmen.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
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TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
AMERICAN GOVERNMENT	11 - 12	* Minimal Performance Objectives

The Congressional Role (continued)

*16. Students can identify the following parts of the congressional role:

a. Ombudsman.
b. Political educator and campaigner.
c. Investigator of, consultant to, and lobbyist for the executive branch of the government.

*17. Students can identify tasks that comprise the legislative role.

*18. Students can identify formal and informal rules that affect the legislative role.

*19. Students can identify the following main factors that influence the decision-making of a congressman:

a. Rules
b. Status relationships
c. Public opinion
d. Social situation
e. Personality of congressmen

*20. Students can identify four models of congressmen: trustee, delegate, partisan, and politico.

The Role of Supreme Court Justices

*21. Students can recognize that the courts provide one avenue for resolving political decisions.

*22. Students can identify at least three ways in which the process of decision-making in the Supreme Court differs from decision-making in the Congress or by the President.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
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TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
AMERICAN GOVERNMENT	11 - 12	* Minimal Performance Objectives
The Role of the Supreme Court Justices (continued)		*23. Students can distinguish between trial courts and appellate courts.
		*24. Students can distinguish between criminal and civil cases.
		*25. Students understand the meaning of the term "adversary system" when it is applied to the American judicial process.
		*26. Students can explain what is meant by the statement, "The Supreme Court interprets the law."
		*27. Students can identify formal and informal rules that influence decision-making in the Supreme Court.
		*28. Students will be able to identify the term "stare decisis".
		*29. Students can identify some ways that personal beliefs influence judicial decisions.
The Role of Federal Bureaucrats	C	*30. Students are able to define the terms bureaucrat, bureaucracy, and bureaucratic role.
		*31. Students accept the following statements about bureaucracy and bureaucratic role as true: a. The Federal bureaucracy is large and complex and touches in some way most human activities. b. The Federal bureaucracy employs people who have very special skills.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	1. A.P.B. Achievement Test: pre- and post-test.	1. Ginn: American Political Behavior, Book II (1974)
	2. Periodic standardized tests provided by publisher.	2. Print Bibliography by chapter.
	3. Sectional quizzes (for test, review, remediation).	3. Film Bibliography by chapter.
	4. Comprehension and reinforcement activities suggested periodically in student materials: a. comparative case studies. b. analyses of historical events. c. questions to review, to test, to apply what has been learned. d. charts, graphs, etc., to interpret.	4. Transparancies (Ginn)
		5. Simulation games: a. City Hall b. Influence c. Bottleneck and 9th Justice (Ginn)

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
AMERICAN GOVERNMENT	11 - 12	* Minimal Performance Objectives
The Role of Federal Bureaucrats (continued)		*31. (continued): c. Bureaucratic agencies tend to develop their own constituencies. The President is often unable to get bureaucrats to behave exactly as he would like if his views run counter to opinion in the bureau. d. The Federal bureaucracy makes and interprets rules as well as administers laws. e. A bureaucracy tends to be organized in a hierarchical manner in which there is a clear chain of command. f. A bureaucracy is governed by an elaborate system of rules. g. Bureaucrats are frequently subjected to cross-pressure situations. *32. Students can identify the role of political appointee and the role of career official.
The Role of Unofficial Political Specialists	C	*33. Students can identify the role of unofficial political specialist. *34. Students can identify some unofficial political specialists in their own community. *35. Students can identify those individual roles referred to as unofficial political specialists. *36. Students recognize that unofficial specialists may strongly influence public officials who make policy.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	1. A.P.B. Achievement Test: pre- and post-test.	1. Ginn: American Political Behavior, Book II (1974)
	2. Periodic standardized tests provided by publisher.	2. Print Bibliography by chapter.
	3. Sectional quizzes (for test, review, remediation).	3. Film Bibliography by chapter.
	4. Comprehension and reinforcement activities suggested periodically in student materials: a. comparative case studies. b. analyses of historical events. c. questions to review, to test, to apply what has been learned. d. charts, graphs, etc., to interpret.	4. Transparancies (Ginn)
		5. Simulation games: a. City Hall b. Influence c. Bottleneck and 9th Justice (Ginn)

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
AMERICAN GOVERNMENT	11 - 12	* Minimal Performance Objectives
The Role of Unofficial Political Specialists (continued)		*37. Students can cite two important expectations that comprise part of the role of all unofficial political specialists: a. Unofficial political specialists are expected to try to influence public policy. b. Unofficial political specialists are expected to comply with the formal and informal rules-of-the-game for their position.
Interest Group Representatives	C	*38. Students can recognize that well-organized private interest groups influence public policy. *39. Students recognize that organization itself is an important political resource combining the resources and skills of individuals into a more effective instrument for influencing policy than if the individuals were each acting separately. *40. Students recognize that interest groups and their members must play by certain rules. *41. Students recognize that a strong interest group may effectively block legislation sought by a majority of the public. *42. Students can identify some of the kinds of political resources a large, well-organized national interest group enjoys. *43. Students can identify legitimate and illegitimate tactics.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	1. A.P.B. Achievement Test: pre- and post-test.	1. Ginn: *American Political Behavior*, Book II (1974)
	2. Periodic standardized tests provided by publisher.	2. Print Bibliography by chapter.
	3. Sectional quizzes (for test, review, remediation).	3. Film Bibliography by chapter.
	4. Comprehension and reinforcement activities suggested periodically in student materials: a. comparative case studies. b. analyses of historical events. c. questions to review, to test, to apply what has been learned. d. charts, graphs, etc., to interpret.	4. Transparancies (Ginn) 5. Simulation games: a. City Hall b. Influence c. Bottleneck and 9th Justice (Ginn)

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
AMERICAN GOVERNMENT	11 - 12	* Minimal Performance Objectives
Representatives of the Mass Media	C	*44. Students can identify several ways in which newspaper editors influence public policy. *45. Students can recognize how a carefully written story by a newspaper reporter can influence public policy. *46. Students can identify the unofficial political specialist role of the syndicated columnists. *47. Students can identify seven basic propaganda techniques used to influence public opinion and apply the categories to real illustrations. *48. Students can recognize that political cartoons are editorials on public issues. *49. Students can recognize how the media structures and defines public issues.
The Expert as Unofficial Political Specialist	C	*50. Students can define the term "political expert". *51. Students can recognize that experts enter the policy-making process because they have special knowledge useful to decision-makers. *52. Students can recognize that political decision-makers need the recommendations of political experts. *53. Students recognize that experts will often not agree upon any given political issue.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	1. A.P.B. Achievement Test: pre- and post-test.	1. Ginn: American Political Behavior, Book II (1974)
	2. Periodic standardized tests provided by publisher.	2. Print Bibliography by chapter.
	3. Sectional quizzes (for test, review, remediation).	3. Film Bibliography by chapter.
	4. Comprehension and reinforcement activities suggested periodically in student materials: a. comparative case studies. b. analyses of historical events. c. questions to review, to test, to apply what has been learned. d. charts, graphs, etc., to interpret.	4. Transparancies (Ginn)
		5. Simulation games: a. City Hall b. Influence c. Bottleneck and 9th Justice (Ginn)

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
AMERICAN GOVERNMENT	11 - 12	* Minimal Performance Objectives
The Expert as Unofficial Political Specialist (continued)		*54. Students recognize that the recommendations of political experts may be influenced by their political opinions as well as their technical knowledge. *55. Students recognize that experts are no greater authority on most value questions than are political leaders.
Political Party Leaders	C	*56. Students can identify: a. The role of political party leader. b. Typical characteristics of individuals who became political party leaders. c. Why individuals desire to become political party leaders. d. The influence of political party leaders on public policy decisions. *57. Students can identify the following conclusions about the characteristics of political party leaders: a. Political party leaders tend to be recruited from the higher social strata. b. Political party leaders tend to come from the occupational ranks of lawyers and businessmen. c. Political party leaders hold opinions about public policy which are more intense and somewhat more extreme than the opinions of followers.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	1. A.P.B. Achievement Test: pre- and post-test. 2. Periodic standardized tests provided by publisher. 3. Sectional quizzes (for test, review, remediation). 4. Comprehension and reinforcement activities suggested periodically in student materials: a. comparative case studies. b. analyses of historical events. c. questions to review, to test, to apply what has been learned. d. charts, graphs, etc., to interpret.	1. Ginn: American Political Behavior, Book II (1974) 2. Print Bibliography by chapter. 3. Film Bibliography by chapter. 4. Transparancies (Ginn) 5. Simulation games: a. City Hall b. Influence c. Bottleneck and 9th Justice (Ginn)

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
AMERICAN GOVERNMENT **Political Party Leaders (continued)**	11 - 12	* Minimal Performance Objectives *58. Students can identify a number of incentives that parties may hold out for individual involvement. *59. Students recognize that many factors motivate party leaders. *60. Students can identify the role of political party leader in the electoral process, including nominations, campaign, and elections.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
	1. A.P.B. Achievement Test: pre- and post-test. 2. Periodic standardized tests provided by publisher. 3. Sectional quizzes (for test, review, remediation). 4. Comprehension and reinforcement activities suggested periodically in student materials: a. comparative case studies. b. analyses of historical events. c. questions to review, to test, to apply what has been learned. d. charts, graphs, etc., to interpret.	1. Ginn: American Political Behavior, Book II (1974) 2. Print Bibliography by chapter. 3. Film Bibliography by chapter. 4. Transparancies (Ginn) 5. Simulation games: a. City Hall b. Influence c. Bottleneck and 9th Justice (Ginn)

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
AMERICAN GOVERNMENT (Local Gov't.)	11	A. After completing all the work associated with this unit, the student should be able to:

1. Township

    a. Recognize that the election of township officers is set by Michigan State Constitution.

    b. Recall that much of a township's income comes from the 4% sales tax.

    c. List four township officers.

    d. Identify the time and place of West Bloomfield Township meetings.

    e. Recognize that a geographical township is a unit of land survey and not a unit of local government.

2. City

    a. Recall that in Home Rule Cities, a charter can be amended by the voters to fit their needs.

    b. List three types of city government. Also, identify Keego Harbor's type.

    c. Recognize and cite evidence that much of the work of city government is carried out by the boards, commissioners and city departments.

    d. Identify three duties of a city clerk.

    e. Recall that it is the charger, issued by the state, that makes a city a political unit.

3. County

    a. State that Oakland County is the only county in Michigan with a County Executive.

    b. Recall that the county surveyor's records are public records.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Lectures	Objective quizzes.	"State and Local Government in Michigan" Ferris Lewis Chapters 9, 10, 12, 13
2. Discussions	Individual field trip evaluation.	
3. Resource persons with student participation	Subjective evaluations of each student.	"Oakland County Directory 1975"
4. Field trips	Class discussion as observed by the teacher.	City Charter–Keego Harbor Harbor
5. Student must attend local government meetings - report observations to the class.		Filmstrips U. of M. Oakland Schools WBHS media center
		County, City and Township maps
		Speakers:
		W. B. Township supervisor and Board
		Keego Harbor Mayor and Council
		County Executive

TOPIC	GRADE LEVEL	PERFORMANCE OBJECTIVES IN MEASURABLE TERMS
		3. County continued . . . c. Recognize that one of the County Tax Allocation Board's duties is to divide the 15 mills. d. Cite evidence that the county clerk, in most of his duties, acts as an agent of the state rather than as a county official. e. Define a unitary form of government.

INSTRUCTIONAL METHODS	EVALUATORY METHODS	SUGGESTED RESOURCES
1. Lectures	Objective quizzes.	"State and Local Government in Michigan" Ferris Lewis Chapters 9, 10, 12, 13
2. Discussions	Individual field trip evaluation.	
3. Resource persons with student participation	Subjective evaluations of each student.	"Oakland County Directory 1975"
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5. Student must attend local government meetings - report observations to the class.		Filmstrips U. of M. Oakland Schools WBHS media center
		County, City and Township maps
		Speakers:
		W. B. Township supervisor and Board
		Keego Harbor Mayor and Council
		County Executive